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ABSTRACT

This publication contains materials which have been developed, adapted, and utilized by school volunteer programs. Under program operation and coordination, there are: (1) plans for recruiting, speaking, and youth tutoring youth; and (2) sample application, request, and evaluation forms and guidelines for reading volunteers, school volunteer chairmen, and staff representatives. Volunteer courses, training materials, and sample exercises for developing listening and speaking skills, and learning sounds and letters are included. Publications reprinted are: "Handbook for Volunteer Services in Elementary School Libraries," tutoring guides entitled "They're Worth Your Time" and "Tutoring Tips," and a manual of word recognition techniques for use with retarded readers, "School Volunteer Reading Reference Handbook." (KG)

ED039306

VOLUNTEERS IN EDUCATION

Materials for
Volunteer Programs
and the Volunteer

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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UD010079

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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PREFACE

This publication includes materials which have been developed, adapted, and utilized by school volunteer programs throughout the country. These are only a few; many others exist as well. As selected aids for volunteers and volunteer programs which have been recommended to us, they represent hours of devoted work. The volunteers who have used them and the many people whose intelligence and devotion produced them should be commended.

We are grateful to the several local programs and the National Commission on Resources for Youth, Inc. who allowed us to reproduce these materials. Because of space and budget limitations, some sections of original material were omitted. We wish some of the original drawings and pictures could have been retained. In two examples we have selected whole sections from a larger work.

We are particularly appreciative to Charlotte Mergentime and the Detroit City School System for the use of copyrighted materials which they happily allowed us to share with all volunteers.

Elinor K. Wolf
Director
Office of Citizen Participation

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RECRUITING AND SPEAKING FOR THE LOS ANGELES CITY SCHOOLS VOLUNTEER PROGRAM

Prepared by:

Los Angeles City Schools
Office of Urban Affairs
School Volunteer Program
Los Angeles, California
1968

RECRUITMENT CHAIRMAN

1. Plans total recruitment program.
2. Delegates responsibilities to committee members; Responsible to Vice President Volunteer Personnel Services.
3. Supervises and coordinates work of recruitment program.
4. Responsibilities:
    a. To appoint Recruitment Committee and hold necessary meetings.
    b. To recruit sponsoring organization for Delegate Body.
    c. To recruit individual volunteers city wide.
    d. To coordinate all recruitment with Speaker's Bureau Chairmen.
    e. To follow-up after speaking engagements.
    f. To have quarterly reports available for presentation at Executive Board meetings.
    g. To keep Publicity Unit informed of recruitment activities.

RECRUITMENT COMMITTEE; AREA RECRUITERS

1. Working members of committee
2. Responsible to recruitment chairman
3. Responsibilities: Assist recruitment chairman with her listed responsibilities.

SPEAKERS' BUREAU CHAIRMEN

1. Plan total speaking engagements.

2. Acquaint groups with Los Angeles City School Volunteer Program and how it functions.

3. Coordinate responsibilities with recruitment chairman.

4. Responsible to Vice President Volunteer Recruitment and Training.

5. Responsibilities:

    a. Select speakers and train as necessary.
    b. Speak to potential groups, Sponsoring Organizations, and Agencies.
    c. Delegate and assign speaking engagements.
    d. Evaluate speaking engagements and speakers.
    e. Prepare quarterly reports available for presentation at Executive Board meetings.

SPEAKERS

1. **Selected individuals to speak as members of Speakers' Bureau.**

2. Responsibilities:

    a. To assist Speakers' Bureau Chairmen in carrying out program.
    b. To have a continual awareness of what is developing in the program.
    c. To report back to chairmen results of engagements.

RECRUITING AND SPEAKING

Los Angeles City School Volunteers are recruited from a variety of sources - through organizations actively involved in the Los Angeles City School Volunteer Program, by other volunteers, by school principals, by teachers, or by learning of the School Volunteer Program from newspapers, radio, television or from one of their friends. Sponsoring Organizations are encouraged to conduct intensive recruitment campaigns outside of their membership rolls.

No recruitment committee or speakers' bureau needs to be told the importance of recruiting for the success of the program. In fact, anyone who depends on manpower to get a job done recognizes the importance of recruiting.

The first objective of recruiting is to fill slots with bodies. However, a second objective should be to fill the slots with the best possible bodies. How the objectives are met depends on the manner in which recruiting is handled.

Recruiting and advertising are parallel activities. In recruiting for a program, you are selling a product to which the public will respond by volunteering. Walk by any post office and see the classic recruiting posters -- "The U.S. Army Wants You" -- "The Marine Corps Builds Men." While those examples may seem trite, their aim is the same as that of our Los Angeles City School Volunteer Program. We must look around and make our recruiting program as sophisticated as those of other agencies and use many of their techniques.

Recruiting can be a difficult task. Selective recruiting will be even more difficult and time-consuming. However, many problems can be avoided by thorough planning. Always ask the questions, "Why, How, Who, When, What, and Where?"

WHY?

"Why Recruit?" This question will be all important to your recruitment and speaking strategy. Why does the Los Angeles City School Volunteer Program recruit? What are their needs? The detailed answers to these questions will provide a focus around which the rest of the recruitment program can be tailored. A statement of needs will indicate where to seek Los Angeles School Volunteers, the type of School Volunteers needed, the number and breakdown of jobs to be filled. "Why?" will lead to some of the answers to "How?" The supervisor of the program and volunteer area coordinators are aware of why they are recruiting. They will know the needs of the program. Hopefully, knowledge of the situation and the reasons will be formulated in some manner to all recruiters and speakers that will transmit the need to prospective School Volunteers and community organizations. It is very important to the success of the program that all people associated with actual recruiting have at their fingertips a solid case for "Why."

The "Why?" statement should be transmitted not only in terms of need for the program but also in terms of benefit for volunteers. Again, look at the techniques of the Marine Corps, "The Marine Corps Builds Men." They are doing a favor and service for their volunteers.

People don't buy books or insurance or cars! They take advantage of a 'once-in-a-lifetime" offer, or are given the opportunity to take part in a new program. Here again are similarities between recruiting and advertising. The Los Angeles City Schools' Volunteer Program seeks volunteers to fill a need while also providing them with an opportunity for a rewarding service.

In answering the question "why?" a recruiter or speaker will have answered most of the questions asked by prospective School Volunteers during the recruiting process. The **ability** to answer these questions satisfactorily will, to a large degree, determine the success of the recruitment drive.

"WHO?"

Having answered the question "WHY?", you are now prepared to ask "who?" Again, there are considerations that need to be made prior to seeking new Los Angeles School Volunteers. The primary objective is still to fill slots; therefore, it is advantageous to look for concentrations of individuals, groups and organizations which will be receptive and with whom you will have the greatest success, in terms of numbers, when you begin recruiting and speaking.

This consideration, however, may not satisfy the secondary objective: getting the best people for the job. Here numerous questions must be **considered** if you are to reach the most qualified volunteers. The questions concern Qualifications, Comittments, Experience and other qualities which will limit the population of potential volunteers. If the question of "who" is given adequate consideration, then the problem of "how" will be easier to attack. For instance, if analysis of needs shows a need for math volunteers and the best source of mathematicians is a math club then there will be little need to concentrate on a philosophy club or the fine arts club to satisfy this particular need. Some of the practical considerations in answering the question of "who" are as follows: social or service groups have experience in volunteering or related **programs** and especially what group meets the needs of your program. Answering this question will make the question of "how" easier to answer.

However, one caution must be urged in answering the question "who." At this time there is no objective evidence that points out a single "type" person as being more qualified to volunteer than another.

Leave the screening and processing for the School Volunteer Interviewers.

In an excellent paper delivered before the National Conference on Social Welfare in 1965, Dr. Eva Schindler-Rainman, a Community Organization Consultant, stated, "To take advantage of an opportunity one must know it exists, something had to happen that connects the person with this opportunity. There are vast untapped sources of volunteers in our underdeveloped neighborhoods, and there are many, many people who would serve if they were connected with the appropriate person and agency to learn how and where to volunteer." We, the Los Angeles City School Volunteer Program must make this connection!

"HOW?"

"How?" is the most important consideration when planning and executing a recruiting and speaking program. It is the aspect of recruiting toward which all the final success of the drive will rest. It is time to forget the major objective and talk about the second one: recruiting the best possible School Volunteers rather than just filling the slots. This will involve viewing the effectiveness of recruiting in terms of its relationship to the entire program rather than in terms of quality and percentage.

Regardless of the level at which the campaign is conducted there is one consideration that will apply to all sub-groups: To what things do people normally respond? What symbol or slogan will best characterize the program and receive the most favorable reaction? This may sound gimmicky, but it is a proven technique. Once again, the analogy to advertising is appropriate. The gimmick must stop people long enough for them to examine the material, then the serious non-gimmick sell begins.

The list of practical ideas employed to recruit School Volunteers is endless but there are a few approaches that will appear at the head of any list:

I. Publicity

Contact local news media to run an article written around the assessment of needs of the program and advantages for the School Volunteer. Be sure a good slogan is used in the headline.

II. Approach

Mass approach to contact local, civic and community groups, organizations, churches, temples, synagogues, PTA's, sororities, fraternities, service clubs, unions, etc.

III. Place posters in:

Savings and loan companies
Banks
Schools
Public libraries, etc.

IV. Speaking engagements

Get speaking engagements to speak to community groups and organizations.

V. Stress the following:

A. Sell Los Angeles City School Volunteers in all its glory.

B. Stress the need for educational assistance as requested by the Schools.

C. The benefits to the child.

D. The satisfaction for the volunteer.

E. The small time commitments.

F. Lack of monetary commitment.

G. Support this with statistics which say everyone is doing it and it is good.

H. Stress that to be a School Volunteer is a serious business, and a total commitment is expected.

I. **Rewards derived by volunteers.**

J. Remember -- speaking is a very effective tool for recruiting.

"WHERE?"

If the recruitment and speaking campaign is aimed at any particular segment of the local population, plan a program that will be of interest to that particular segment.

A. Contact colleges and universities, contact professors to speak to:

    Education classes
    Sociology classes
    Art classes
    Music classes
    Psychology classes
    Math classes
    Humanities, etc.

B. Organize informal meetings with Key Community Leaders.

C. Contact organizations of retired individuals.

D. Contact Senior Citizen groups.

E. Contact the Skilled Trade Retired groups.

F. Contact parent groups.

G. Contact community groups in minority communities.

H. Contact organizations in outlying cities.

I. Contact men's organizations.

"WHEN?"

The basic answer to the question of "When" is now and all of the time. Get commitments early. Get commitments for Speakers' Bureau. It is important to speak to organizations as early as possible because as the year progresses, organizations will be taking on projects. Get to the organizations in which you have the most interest first. In summary, recruiting must begin as early as possible.

SUMMARY

Satisfactory School Volunteer activity is the seedbed for growth not only of a democratic society but of an individual life. The activities of the Los Angeles City School Volunteer Program is planned by and for those citizens who are interested in doing something to make their own lives and the lives of children more pleasurable.

There is more to the art of getting School Volunteers than may meet the eye at first glance. Successful recruitment campaigns need more than a company of willing souls with time and inclination to get the job done, although those elements are important.

Every recruiter and speaker should have:

1. A carefully planned and concise page of instructions, including basic information about the Los Angeles City School Volunteer Program.
2. An outline for the promotional talk with the caution that the talk be prepared ahead of time.
3. Stress should be placed on a personal call instead of a telephone call or letter.
4. Exact instruction on how application blanks are to be filled out and what is to be done with the application blanks.
5. Dates and hours of all orientation meetings.
6. A recruiter should start her efforts early so that there will be time for a second or third call if the prospect is not home.
7. A recruiter and speaker must have real enthusiasm for their jobs.

GUIDELINES FOR STAFF REPRESENTATIVE

(Reading Adjustment Teacher, Counselor, EIP Consultant, Teacher)

Prepared by:

The School District of Philadelphia
Instructional Services
School Volunteers
Philadelphia, Pennsylvania

I. ACT AS LIAISON BETWEEN THE PROFESSIONAL STAFF AND THE VOLUNTEER GROUP BY:

A. acquainting professional staff with the program.

1. goals and philosophy of volunteer program
2. type training given to volunteers
3. services available from volunteers
4. suggested ways of effectively using volunteers (list of ideas is available from the Office of School Volunteers)

B. introducing volunteer groups to staff.

C. securing names of pupils recommended for individual help.

D. securing names of teachers interested in classroom assistance (non-clerical).

E. providing some information about the pupil recommended for help (needs or problems, strengths, and weaknesses).

F. assigning and scheduling volunteers.

G. determining definite place in which volunteer and individual pupil will work together.

H. provide materials with which volunteers may work.

1. general supplies: pencils, paper, composition book, etc.
2. appropriate reading and/or mathematics materials different from those used in the classroom (books, games, etc.)

I. designating space (shelf, closet, cabinet) for storage of materials for volunteer use.

J. orienting volunteers to the school by acquainting them with

   1. physical arrangement of school (Instructional Materials Center, etc.).
   2. location of Volunteer Materials Center.
   3. school regulations (fire drill, etc.).

K. notifying volunteer chairman and/or group of

   1. changes in school schedule.
   2. school holidays.

L. arranging periodic conferences between the volunteers and the classroom teachers as needed.

ACT AS CONSULTANT TO THE VOLUNTEER GROUP BY CONDUCTING PERIODIC IN-SERVICE MEETINGS TO:

A. discuss concerns.

B. acquaint volunteers with new materials available for their use (hardware and software).

C. discuss additional ideas and/or techniques for meeting the needs of pupils.

It is desirable that the staff representative attend the first orientation and training session to gain an understanding of the goals, philosophy and mechanics of the program.

GUIDELINES FOR VOLUNTEER CHAIRMEN

Prepared by:

The School District of Philadelphia
Instructional Services
School Volunteers
Philadelphia, Pennsylvania

As a School Chairman, you have one of the key positions in the School Volunteer Program. The success or failure of the program in your school depends upon your skill to manage the many factors involved, such as professional staff, volunteers, pupils, space and materials.

From the experiences of our many chairmen, some of the best practices have been collected and are presented here as guidelines for you.

THE SCHOOL VOLUNTEER CHAIRMAN RELIES ON THE PROGRAM DIRECTOR FOR:

1. Guidance in matters of program and policy.
2. Orientation of principals and staff coordinators with the philosophy and goals of the program.
3. Arrangements for pre- and in-service training sessions.
4. Provision of forms for the consistent maintenance of records.

THE SCHOOL VOLUNTEER CHAIRMAN RELIES ON THE TEACHER-IN-CHARGE FOR:

1. Selection of students and arrangement for proper work space.
2. Provision of texts, supplies, materials and space for foregoing items.
3. Suggestions for help in working with students and arrangements for conferences with home-room teachers or reading adjustment teachers when necessary.

RESPONSIBILITIES

1. Acts as liaison between profession staff and the volunteers.
    a. Makes necessary arrangements with principal and teacher-in-charge

of volunteers for initial meeting of volunteers to discuss and schedule individual assignments.

   b. Assists with the orientation of volunteers new to the school.

   c. Attends conferences with the school faculty upon request.

2. Helps in the recruitment of volunteers.

3. Enlists the support of neighborhood agencies and publications for the program.

4. Establishes and maintains routines for record keeping.

5. Acquaints volunteers with physical arrangement of school, location of materials center, working space, and school rules and regulations.

6. Relays all pertinent information concerning orientation and training sessions to volunteers who may want additional training.

7. Secures applications from all persons wishing to volunteer and follows screening procedures set by Office of School Volunteers.

8. Maintains regular communication with all members of volunteer unit.

9. Designates co-chairman where necessary.

10. Identifies volunteers for positions of greater responsibility within the total School Volunteer Program.

11. Maintains regular communication with the Program Director of Office of School Volunteers.

FIELD ASSIGNMENT FOR NEW READING VOLUNTEERS

Prepared by:

School Volunteers for Boston
Boston, Massachusetts

If you have not already visited your school, arrange with your school chairman to do so before the training session. This first visit should be on a day when your chairman can be there to meet you, show you around the school, introduce you to the principal and to the teacher who has requested your help as a reading volunteer.

The chairman will have arranged for you to spend most of your morning in this classroom assisting the teacher in whatever ways she (or he) can use your help.

If you have been to your school, go next week on your regularly scheduled days and continue your work as a classroom assistant for the teacher who has requested your help as a reading tutor.

In either case, we hope that there will be an opportunity during the morning when you can focus your attention on the classroom itself and the children at work.

1. What written materials are easily available to the children in this room? Library books? word charts? bulletin boards?
2. Notice "your" child closely. Where is his attention? What seems to be his general attitude? Notice another child for this same behavior. How do their habits of attention and response differ?
3. To what extent do the children have an opportunity to talk, converse, practice their verbal skills in the classroom?
4. How many games, puzzles, fun things, do you see around the room (or in the children's desks)?

As you talk with the teacher during class, recess, or after school:

1. Give the teacher a written schedule of the times you will be available to her as a reading volunteer.
2. Acquaint the teacher with your background and training, and any ideas you may have about the ways you personally might work most

effectively as a volunteer reading tutor.

3. If possible, arrange with the teacher your specific schedule for the following week. When, where will you meet which children, and for how long?

YOUTH TUTORING YOUTH: THE PROGRAM MODEL

Excerpted from:

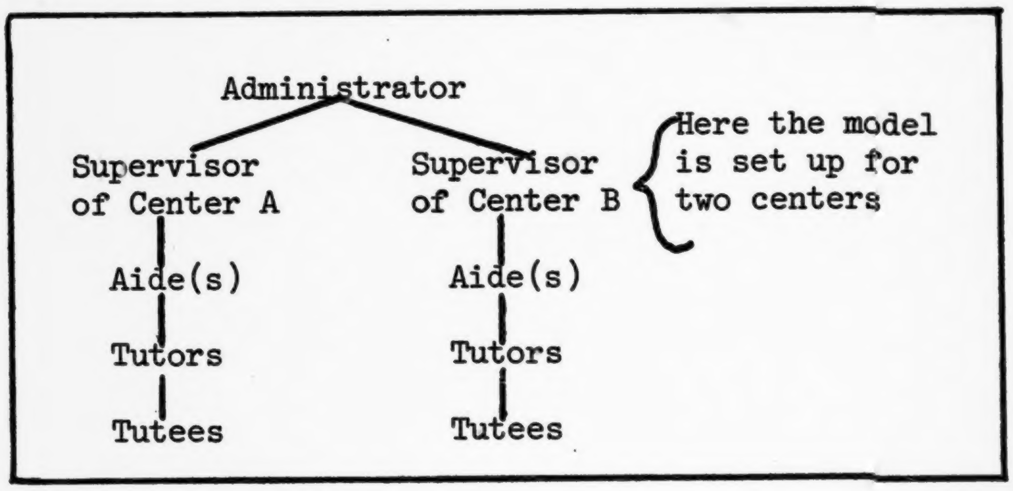
Youth Tutoring Youth
Final Report (1969)
National Commission on Resources for Youth, Inc.
New York, New York

A. AN ABSTRACT OF THE PROGRAM

Goals:
1. Better work habits and ways to handle responsibility
2. Improved attitudes toward learning and school
3. Increased skills in reading and writing
4. More positive self-image and confidence.

Operation: Each Youth Tutoring Youth program contains several centers located in various places (usually schools) throughout the city or area. The centers operate each weekday after school (during a school year program) or on a full-time basis (during a summer program). The chart below describes the most common way of organizing the people in the program.

Please note that in some programs, the administrator is referred to as the "director," and the supervisor is referred to as the "team leader."


Administrator
Supervisor of Center A
Supervisor of Center B
Here the model is set up for two centers
Aide(s)
Tutors
Tutees
Aide(s)
Tutors
Tutees

People Involved:

TITLE	BACKGROUND/ EXPERIENCE	DUTIES	TRAINING
Administrator	**Teacher, or Educational Administrator**	- Establish program in city or region; - Obtain funds; - Contact NYC for job stations; - Arrange for communication between supervisors, school personnel and parents; - Train supervisors to lead centers. - Assist training of tutors	By NCRY at internship, or by someone else familiar with Youth Tutoring Youth.
Supervisor	Teachers, community leaders, or older NYC In-school enrollees (all three kinds of supervisors have proved effective). Also Vista, Teacher Corps, College Work-Study Volun-Teers.	- Run a tutorial center; - Train tutors; pre-service and in-service; - Arrange for personal remediation for tutors. - Discuss progress of tutors and tutees with teachers and parents.	By administrator or by special trainer(s) chosen by the administrator.
Aide	Older In-school NYC member, or community member	- Share duties with supervisor.	By administrator (usually trained along with supervisor).
Tutors	In-school, 14- and 15-year old NYC enrollees underachieving in school.	- Tutor younger child(ren).	By supervisor.
Tutees	Elementary school children who are in need of tutoring.	- Come to tutoring sessions.	By tutors (training = tutoring).

Materials and Methods for Tutoring:	The tutors and tutees create and chare their own plays, stories, newspapers, picture books, flash cards, puppets, language games, bulletin boards, and lesson plans. Only occasionally should commercial books and games be used, and then for supplementary purposes only. The emphasis is on personal involvement and creativity. Art supplies, cameras and tape recorders are frequently used to express what tutors and tutees feel and think.
Pre-service Training:	NCRY [National Commission on Resources for Youth, Inc.] sponsors internships for educators from all parts of the country. These workshops begin a chain of training that eventually reaches individual tutors. When the administrators return to their hometowns, they train (or arrange for the training of) the supervisors and aides for each tutorial center in their town. The supervisors and aides in turn train the tutors. Several tutorials have built highly successful pre-service and in-service training programs around the use of role-playing (which enables people to become more sensitive to their own and others' feelings) and workshops (where people learn by actually doing the things that they will need to know). In addition, school systems have provided experts in reading, audio-visual aides, etc. to help train Youth Tutoring Youth staff and tutors.
In-service Training and Tutor Remediation:	During the operation of the program, two blocks of time, about 2 to 4 hours each week (more during summer programs), are set aside for the tutors to use alone - that is, without their tutees. One session is for in-service training (a continuation of pre-service training), the other for tutor remediation. The latter is for the tutor to devote to his own interests and educational problems. Remedial work that relates to tutoring (such as writing a play) can be paid for.
Tutors' Wages:	The tutoring work time should be the maximum allowable hours which can be paid for under a schools' In-school NYC program (usually 8 hours). In addition, each enrollee/tutor must devote two hours each week for Tutor Remediation (See preceding paragraph) for which he is not paid. It is important for tutors to understand the value of both working for money and remediation for its own sake.

Funding Youth Tutoring Youth:

Using funds from various sources, Youth Tutoring Youth can operate in most school systems. What is often necessary is a little creativity in finding the right sources.

Tutors' wages are paid through the job slots of a local In-school Neighborhood Youth Corps program.

Schools may request regional offices of the Labor Department to increase the number of allowable job slots for 14- and 15-year-olds through a concommitant decrease in slots for youth 16 years and older. Such a change requires no additional funds.

In addition, janitorial-type job slots can be changed to tutoring job slots. Such a change requires no additional funds.

Other expenditures are usually paid for out of sources other than In-school Neighborhood Youth Corps. For example, supervisors' wages might be found in:

1. a school's budget for after-school activities;
2. ESEA (Elementary and Secondary Education Act, 1964) Title I Funds;
3. VISTA, OEO or College Work Study programs, or in the National Teachers Corps, if members of these groups were chosen as supervisors;
4. the In-school Neighborhood Youth Corps funds, if an over-16-year-old serves as supervisor. Usually, aides are provided from this source also.

The program does not need a great amount of expensive materials. Often the school system can provide what is needed. ESEA Title I funds can also be tapped.

B. "HOW TO DO IT" MATERIALS

During 1968 a large portion of NCRY's energies were devoted to the development of materials by which people could be assisted in the initiation and operation of Youth Tutoring programs. The Commission wants each program to function independently and creatively while still maintaining an awareness of what has been learned in other centers. NCRY has, therefore, tried to create materials which allow for individual freedom at the same time that they present the model and interject advice based on experience.

The main focus of materials development took two forms: 1) manuals, and 2) films. Three manuals - one for administrators, one for supervisors, and one for tutors - have been developed. The films (a 20-minute documentary, a 15-minute capsule, and 14 short film clips) are completed and have been effective as a means for public information and training.

Administrator's Memo - Youth Tutoring Youth

A 19-page manual written for the program administrator who initially establishes the program in his city or region. The manual covers such topics as:

. . . a description of the program,

. . . obtaining funds,

. . . contacting Neighborhood Youth Corps In-school program for job slots and enrollees,

. . . selling the concept of underachievers as tutors,

. . . selecting program sites,

. . . recruiting tutors and tutees,

. . . selecting and training staff,

. . . obtaining materials and supplies,

. . . operating the program,

. . . keeping track of legal matters,

. . . involving the community, and

. . . maintaining good public relations.

Supervisor's Manual - Youth Tutoring Youth

A 64-page manual written for the person who directly supervises a tutorial center. This person may be a teacher, a community leader, an older NYC enrollee, a member of VISTA, Teacher Corps, or a Work-Study program. (Each type has proven successful in leadership roles.) The Supervisor's Manual is also intended for the aide(s) to the **supervisor.** Throughout the booklet are photographs of tutoring in action.

The first twelve pages are devoted to discussions of: Youth Tutoring Youth, the history of the program, The National Commission on Resources for Youth, goals and organization of Youth Tutoring Youth, location of center, information on staff and Youth positions, recruiting tutors and tutees, pairing tutors with tutees, collecting data, funds and other money matters, materials and methods for tutoring, pre-service training for tutors, in-service training, tutor remediation, parent and community involvement, and testing and evaluation.

Most of the manual is devoted to seven resource chapters which contain concrete information and operational suggestions concerning:

. . . materials developed by NCRY for selling and training;

. . . recruitment,

. . . role-playing, an approach to tutor training,

. . . workshops for tutor training (There are seven of these, each about a different aspect of tutoring),

. . . tutor remediation,

. . . testing and evaluation,

. . . commercial materials (an extensive list of art materials, reference books, games, workbooks, reading materials, and books for the tutors and tutees). In most cases, prices of materials and addresses of publishers are given.

You're the Tutor (tutors' manual)

A 70-page manual addressed directly to tutors. The design is largely visual so that tutors of all reading levels will be able to comprehend the essence of tutoring, often a difficult concept to explain in words. The booklet is divided into three sections, as follows:

"How Should I Act?"

. . . stimulates tutors to think about the importance of their relationship to their tutees,

. . . consists of a series of pictures of tutors and tutees involved with one another and with materials.

"What Should I Do?"

. . . stimulates tutors to think about the legitimacy and importance of tutor-made materials,

. . . consists of pictures that show various tutoring activities - reading, drawing, playing games, acting with puppets, going on trips, writing about experiences, using cameras, interviewing with tape recorders, etc.

"What About Planning?"

. . . stimulates tutors to think about the necessities of planning,

. . . consists of pictures that show sample lesson plans and log books done by real tutors.

Youth Tutors Youth (film)

A 20-minute documentary based on the 1968 Youth Tutoring Youth summer program in Philadelphia. Youth Tutors Youth is of particular interest because it was produced entirely by young people. Two Brandeis University students created the film as part of their course work. The University provided assistance and equipment; the Commission agreed to supply funds for purchase of the raw film and to pay travel expenses. The film is intended to sell the concept of Youth Tutoring Youth to school administrators, NYC administrators, community leaders and anyone else who might be able to set up a similar program using NYC tutors and younger tutees.

The presentation is moving. Sensitive shots show kids tutoring, young supervisors helping eachother, and supportive adults giving the right kind of guidance. The narration is spoken by an 18-year-old girl who was the supervisor at one of the centers. She chats informally about her relationship to the program and provides enough description for a simple understanding of the way Youth Tutoring Youth operates.

15-minute Xicom Training Film

A 15-minute film that includes several tutoring sequences and several supervisory sequences. The film, designed for training purposes, was prepared at the Xicom Laboratories in Tuxedo, N.Y. during the 1967 summer pilot projects in Philadelphia and Newark. Tutors, tutees, supervisors and aides - a few of each - were transported away from their projects to the laboratories. The trip over-excited them, making it impossible for some to relax during the shooting of the tutoring scenes. The results, however, though awkward and self-conscious, turned out to be fortuitous in the light of their use in training sessions. Seeing another tutor making a mistake or act nervously in the film allays anxiety for beginning tutors as well as stimulating them to talk about ways in which they would improve the tutoring they see in the film.

Xicom Film Clips

14 short (1 to 4 minutes) film clips were made from the footage shot during the day at Xicom. (More clips of this nature will be made from the excess Brandeis footage also.) Each capsule illustrates a different tutoring or supervisory activity. They are designed specifically for the Mark IV projector, a TV-like machine which enables the user to stop the movie sequence at any given point. The obvious benefit of capsules used in such a projector is in training. Since the film can be stopped for questions, discussion can take place practically simultaneously with the film. In short, the capsules are well suited for an analytic, in-depth study of tutoring and supervising styles. They have already been used in Philadelphia and Washington, D.C.

C. PROGRAM PRECEPTS

As a result of its field work and assistance, NCRY has been able to learn from the mistakes of others. The following precepts are intended to help existing and new programs.

1. Contact with sympathetic principals and guidance counselors is essential.

Since the concept of underachievers helping underachievers is innovative, principals and guidance counselors must be taught (shown, if possible) that it is possible.

The principal of a school in one city refused to refer underachievers as tutors because he felt they would "misrepresent their school." Unfortunately, he envisioned the program as a reward for "good" students. On the other hand, a sympathetic counselor at another school not only referred tutors who were underachieving but also carefully screened children to discern those that needed the work experience the most. He followed the program through by observing it in action, by advising those tutors with tutoring problems, and by informing teachers in the school of the tutors' progress.

2. Youth Tutoring Youth programs should not have a classroom atmosphere, nor should they have a playground atmosphere.

When asked to advise the program, some reading experts have tended to inhibit tutors, imposing rigid traditional standards upon them. They have understood (mistakenly) that Youth Tutoring Youth is merely an extension of regular school work.

Other people have damaged the program by viewing it in the opposite extreme. Youth Tutoring Youth is a place for play involving older and younger kids, they seem to think.

Neither of the above cases represents a program that benefits youth. Somewhere in between the two extremes lies Youth Tutoring Youth, a program that combines the pleasures of personal responsibility and creativity with the seriousness of real work.

3. Continuity between programs is important.

Unfortunately, program directors in some cities have changed frequently, thus making continuity between summer and fall programs difficult.

In one city trained tutors were inexplicably dropped. In one program 13-year-olds were accepted and then dropped for the summer program because they weren't 14. Some supervisors have been trained and then let go without explanation as a new program administrator took the reins.

4. The administrator of each program should have an assistant.

The administrator's work (making out payroll, attending meetings, conducting or arranging for training) is often too much for one person. Either the administrator should delegate some of these responsibilities to his supervisor or he should have access to an assistant, a secretary or an aide.

It is very important that the paperwork generated by Youth Tutoring Youth programs be kept up to date. Paychecks especially should be delivered on time, if morale in the program is to be sustained.

5. A petty cash fund for snacks and last minute essentials should be set up for each program.

Young children must have some nourishment after a full day of activity. A fund to pay for snacks must be consistently replenished and made available to the administrator and supervisor.

6. Programs must expand - reform must continue.

Some programs stop growing. The amount of job slots allotted to tutoring remains the same and janitorial job stations continue to exist.

7. Tutor-made materials are more effective than commercial materials, which should only be used to supplement original ones.

The process by which NCRY came to the above conclusion is an interesting story.

When the first demonstration projects began in the summer of 1967, a large effort was made to provide the tutors with good commercial materials, those books and games that were relevant to young people in the ghettos of Newark and Philadelphia.

In spite of all the efforts made, it was simply impossible for all the books to arrive on time. Supervisors and tutors alike were forced, as a result of the delay, to draw on their own resources during the first two weeks of the program . . . to make their own materials out of scrap material, to operate on a shoestring, to keep the program moving until materials arrived.

And . . . it was during these first two weeks that NCRY first began to realize that commercial books really weren't all that necessary, that programs could go on without elaborate games and books, that kids and supervisors had it in them to create something from nothing, and that there was a distinct vitality and significance in original materials. The act of creating materials is a work-experience in itself that elicits a youth's motivation to learn, cooperate and handle responsibility.

In other Youth Tutoring Youth programs established since that first summer, tutors have made their own games, stories and teaching devices, demonstrating again and again that commercially prepared materials should only be used for supplementary purposes.

Examples of some home-made materials are:

A sturdy paper tree with branches upon which word cards can be hung. The words spell out the things seen during a walk in the park or the items identified in the classroom.

A wheel game which exposes a series of pictures, one at a time, and a clock hand with which children can point to the first letter of the object pictured (TV set, car).

Flashcards, made of colored construction paper, illustrated with lively pictures and words or letters of the alphabet, form the basis of a popular game.

Given the right kind of environment, a tutor can create teaching devices like the above, which will be more relevant to his tutee's interests than most textbooks could ever be. By having stimulating source books such as You're the Tutor and those listed in the Supervisor's Manual, a tutor can easily start right in making his own materials. Not only does his tutee respond to a game created especially for him, but the tutor himself has a chance to use his own initiative. Furthermore, in grappling with the problem of how to teach something, the tutor inevitably learns himself.

It should not be inferred that the Commission discourages the use of commercial materials for tutoring. Such is not the case. NCRY feels, however, that everyone involved in Youth Tutoring Youth should understand that commercial materials are only a supplement to original materials. In the Supervisor's Manual published by NCRY a long list of commerical materials, recommended for their relevancy to urban youth, is presented.

8. The program administrator and supervisors should cooperate to set up a systematic record for each tutor and tutee.

In order to facilitate communication between Youth Tutoring Youth programs and the schools attended by the tutors and tutees, records for all youth involved should be carefully kept. These records should be shared regularly with school principals, guidance counselors and teachers.

In each person's file, there should be 1) test scores, 2) annecdotal information written at frequent intervals by the supervisor and aide (as well as by the person's school teachers and guidance counselors) and 3) samples of the tutor's (tutee's) own work.

9. Communication must exist on all levels of operation.

The tutors and tutees must communicate with eachother.

The supervisors and aides must be able to understand the tutors and tutees.

A system for communication should be set up to facilitate feedback between the supervisors and the school personnel - principals, teachers, and guidance counselors.

The supervisors and aides **should** keep in touch with the parents of the tutors and tutees.

The program administrator must be sensitive to communication tie-ups on all levels so that he can untangle them immediately.

URBAN SERVICE CORPS
Public Schools of the District of Columbia
Washington, D.C.

Mrs. Margurite C. Selden
Assistant Superintendent

Mr. Rodney P. Savoy, Jr.
Assistant for Program Development

Date ____________________

Urban Service Corps Volunteer

Name ____
Last (Please Print) First

Home Address ____________________ Zone ______ Home Phone ________

Age (check one): Under 20 ____ 21-40 ____ 41-60 ____ Over 60 ____

Education : High School __________ College ________ Degree __________

Graduate Work: (If any) ____________________________

Degree ________ Year ________

Volunteer Experience:

____

____

____

Choice of assignment: Elementary School _____ Junior High ____ Senior ____

Working with individual children _____ Working with groups _______

Working with parents _______ Testing _____ Statistics _______ Other ________

When (days and times) are you available to serve regularly each week? Please indicate number of days, specific days, number of hours, and whether morning or afternoon: ________________________________

It is understood that I am offering my services to the D.C. Public Schools without compensation and without any rights to health benefits in case of injury or illness.

(Signed) ______________________
Volunteer

OAKLAND PUBLIC SCHOOLS
SCHOOL VOLUNTEER PROGRAM
PREFERENCE SHEET

Volunteers will be placed in accordance with the greatest need as indicated by teachers' and principals' requests. The volunteer's skills and abilities will be utilized to the extent that they are compatible with such requests. In addition, insofar as this is possible, we should like to take into account your special preference. The information requested below is to be used exclusively to assist in making your assignment.

Please express your preferences, checking as many itens in each group as you wish:

1. Would your work in an elementary school? ____________________
   If so which level - preschool and kindergarten ____________________
   grades one through three ____________________
   grades four through six ____________________
   a junior high school? ____________________
   a senior high school? ____________________

2. Would you prefer to
   Assist in the classroom as a teacher's assistant? . . . . . ________
   Work with individual children under supervision?. . . . . . ________
   Help foreigh born students with English?. . . . . ________
   Work with a special interest group after school?. . . . . . ________
   (Please specify field of special interest ____________________)
   Help in a homework study center after school? . . . . ________
   during the evening? . . . . ________
   Clerical work for counselors or other school staff? . . . . ________
   Work in a school library? . . . . ________
   Provide piano accompaniment for singing or dancing? . . . . ________
   Serve as a nurse's assistant? . . . . ________
   Plan noontime recreation or enrichment programs? . . . . . ________

   Other ____

3. In what subjects do you feel most competent?
   ____
   ____
   ____
   ____

4. Have you been a school volunteer before? ____________________

   If so, where? ____________________________

NAME ____________________________

376-560 O - 70 - 3

SAN FRANCISCO EDUCATION AUXILIARY
135 Van Ness Avenue - Room 213A
San Francisco, California 94102
Telephone: 863-4680 - ext. 386

REQUEST FOR SCHOOL VOLUNTEER SERVICE

Date ____________________

School _________________________________ Principal ________________________

Miss
Mrs.
Mr. _______________________________________ Room No. __________________
(Teacher's name. Please print.)

1. If you would like a School Volunteer to help you in the classroom, please indicate when you would like this help.

   Day(s) __________ __________ __________ __________ __________

   Time _________ a.m. to _________ a.m. _________ p.m. to _________

   Please describe the class. (Regular, educationally handicapped, mentally retarded, gifted, compensatory.) This information will help is select the right Volunteer to fit the need.

2. In addition to, or in lieu of a general classroom volunteer, would you like volunteer assistance in any of the following activities?

   ONE-TO-ONE or small group guidance _______ Foreign language _______

   Storytelling _____ Drama _____ Art _____ Music _____ Library ______

   If you have checked one of the above cplease describe the kind of assistance you have in mind.

3. If you have a particular need other than the specified areas in which volunteer assistance would be helpful to you, please indicate below.

SCHOOL VOLUNTEER PROGRAM
(PLEASE RETURN TO CENTRAL OFFICE)

OKLAHOMA CITY PUBLIC SCHOOLS

PROGRESS REPORT ON THE SCHOOL VOLUNTEERS PROGRAM

Volunteer Reaction

Date________________

Sign your name if you wish ____________________ School Served ___________

Length of Service From ______________ To ______________________

Total number of hours served ________________

RATING SCALE: Check column _1_ if the service has been _excellent_; column _2_ if it has been _good_; _3_ if it _needs improvement_; and _4_ if _not applicable_.

A.

	1	2	3	4
1. The purposes and procedures of the program were explained in the Volunteer's Handbook.				
2. The general orientation program which I attended helped me understand the volunteer's role.				
3. Orientation at the school where I served was adequate.				
4. I was willing to work under the direction of the principal and teacher.				
5. I was regular in attendance at school.				
6. I was able to work harmoniously with students.				
7. I enjoyed working in the school.				
8. There was evidence that my services were helpful.				
9. There was evidence that the children enjoyed working with me.				

B. What aspects of your volunteer service did you enjoy the most?

C. What aspects of your volunteer service did you enjoy the least?

D. What suggestions can you make for improving the program?

E. Do you wish to serve as a volunteer during the next school year?

VOLUNTEERS IN PORTLAND SCHOOLS
(MAINE)

VOLUNTEER'S EVALUATION

School ______________________ Teacher ________________ Grade _______

Area of Service:

Tutorial_____ General _____ Clerical _____

Library _____ Cultural _____ Other _____

1. Did you **generally** feel your time was well spent?

2. If tutoring, did you notice any improvement in the student's performance during your sessions? Behavior? Attendance? Grades?

   For specific cases use back of form.

3. If you received any training did you feel it was:

   Adequate _______ Unnecessary _______ Insufficient _______

4. Did the students seem to enjoy having you there?

5. Did the faculty and staff seem to appreciate your efforts?

6. Are you interested in volunteering next year?

   If so, would you like to stay in the same school?

   Would you like to stay in the same area of service?

7. In what ways do you feel our services to the schools could be improved?

Date ____________ Volunteer's signature __________________________

SCHOOL VOLUNTEER PROGRAM

(PLEASE RETURN TO CENTRAL OFFICE)

OKLAHOMA CITY PUBLIC SCHOOLS

PROGRESS REPORT ON THE SCHOOL VOLUNTEER PROGRAM

Principal Reaction

Date ________________

School ______________________________ Principal ______________________

Number of Volunteers Used ___________ Types of Services Performed:

______________________________________ ______________________________

______________________________________ ______________________________

RATING SCALE: Check column 1 if the service has been excellent; column 2 if it has been good; 3 if it needs improvement; and 4 if not applicable.

A. Administration of the Program

	1	2	3	4
1. The Volunteer Guidelines and the Principals and Teachers Handbook explain the purposes and procedures clearly.				
2. The procedures for screening Volunteers have been satisfactory.				
3. The procedures for assigning Volunteers to schools have been satisfactory.				
4. The general orientation programs provided for Volunteers have been adequate in number and content.				
5. Lines of communication between Coordinator and the Principals have been open.				
6. Orientation of teachers and volunteers at the school has been adequate.				
7. Our school has as many volunteers as needed.				

	1	2	3	4
8. There was evidence that the use of volunteers improved school-community relations.				
9. The time spent in the school per week by the volunteers was adequate.				

B. In what respects is the volunteer program most commendable?

C. In what respects is the volunteer program in greatest need of improvement?

SCHOOL VOLUNTEER PROGRAM

(PLEASE RETURN TO CENTRAL OFFICE)

OKLAHOMA CITY PUBLIC SCHOOLS

PROGRESS REPORT ON THE SCHOOL VOLUNTEER PROGRAM

Teacher Reaction

Date ____________________

School ____ Teacher ____________________
(or other staff member)

Name of Volunteer 1. ______________________________________

2. ______________________________________

3. ______________________________________

RATING SCALE: Check column 1 if the service has been excellent; column 2 if it has been good; 3 if it needs improvement; and 4 if not applicable

A. Performance of Volunteers

	1	2	3	4
1. The volunteers have been willing to work under the directions of the teachers and the principal.				
2. The volunteers have been regular in attendance.				
3. The volunteers have worked harmoniously with students.				
4. There was evidence that the volunteers enjoyed working in the school.				
5. There was evidence that the volunteers rendered helpful service.				
6. The volunteers relieved teachers of non-teaching chores.				
7. The volunteers were able to assist in certain phases of the instructional program.				
8. There was evidence that the use of volunteers improved school-community relations.				

	1	2	3	4
9. The time spent in the school per week by the volunteers was adequate.				
10. Our volunteers had special talents, skills, or experiences which were used to enrich the instructional program.				
11. There was evidence that the children enjoyed working with the volunteers.				
12. The volunteers in our school provide appropriate models for students in behavior, speech and dress.				
13. The volunteers did not hinder efforts to maintain good order and pupil-teacher planning in the classroom.				

B. In what respects is the volunteer program most commendable?

C. In what respects is the volunteer program in greatest need of improvement?

ON THE JOB: TRAINING COURSES

Prepared by:

Los Angeles City Schools
Office of Urban Affairs
School Volunteer Program
Los Angeles, California

ON THE JOB: How to differentiate between "ORIENTATION" and "TRAINING"

The purpose of orientation is to acquaint the volunteer with the POLICIES of the program, its procedures, goals, and purposes. Training would be designed on the "HOW TO" accomplish specific tasks - or the development of skills.

They are part and parcel of each other -- and a continuous process.

Orientation is a broad briefing of what the total program is or could be. Training is what the job will take -- what skills -- how much time -- who will supervise, etc.

Orientation is the initial exposure to the field of volunteering, of the agencies, motivation of people, some understanding of human behavior, its relationship to our cultures, etc. The education that follows becomes more specific and operational, and should follow orientation and be closely related so that volunteers know why these materials are presented.

Orientation means acquainting the volunteer with the Program and his job. Further opportunities for education involve "on the job" supervision, and perhaps outside reading. Training should, whenever possible, imply the chance for advancement.

HOW TO GIVE BETTER TRAINING COURSES

Get expressions from volunteers of what THEY need and want in the training. Gear the training to these suggestions. Have the volunteers evaluate what they are getting.

Keep it practical and specific since volunteers can't always incorporate the philosophy of the entire program at one sitting.

Use various techniques: - Do role playing
- Have buzz sessions

- Have the volunteer bring in reports on outside visits, reading, etc.

Involve outside specialists who have a new approach.

Get cooperation from the Program Executive Board to use other staff.

Use good visual aids and good written materials plus competent faculty of volunteers and staff.

Keep lecturing to a minimum.

Keep reading and studying and searching for new teaching methods.

Study the agency needs, and also study your problem spots.

Have a comprehensive training manual to give to volunteers. Teach in small groups so there can be stimulative discussion. Plan a second training meeting after volunteers have been working a month or two -- it's hard to grasp everything the first time you hear it or before you've really worked on the job.

Talk to other Directors of Volunteers about how they dc the job.

Use volunteers to train volunteers.

Complete evaluation of prior training is a must. Select a committee which is representative of those having been trained, and those needing training. Find out what they think was good, what was lacking, etc.

HOW TO GET VOLUNTEERS TO TAKE ON-THE-JOB TRAINING SERIOUSLY

If the supervisor takes on-the-job training seriously, volunteers will generally follow suit.

Your own attitude can be **largely** responsible.

Convince the volunteer that the job is a serious one.

Always present the volunteer job as important and not just busy work. The volunteers must feel they are part of the organization and be willing to be trained.

This relates to the selection "contact." The volunteer must accept the responsibility for his assigned project. On the other hand, the training must be meaningful.

Expect a great deal from your volunteers. Most will live up to it.

Stress importance of on-the-job training at the INITIAL INTERVIEW. Give a thorough tour. Spend time with the staff on the importance of on-the-job training. Make it interesting!

Test them afterward.

HANDBOOK FOR VOLUNTEER SERVICE IN THE ELEMENTARY SCHOOL LIBRARIES

Prepared by:

Cleveland Public Schools
Cleveland, Ohio
1968

The purpose of the School Library is to aid in developing children's reading and learning and to assist the school staff in this objective. The School Library helps the child in several ways. It:

1. Encourages the development of a love of reading
2. Contributes to academic achievement
3. Discovers and develops special talents
4. Cultivates independent study techniques
5. Provides up-to-date materials and knowledge of how to use them
6. Develops close working relationship between classroom and library.

PERSONAL QUALIFICATIONS

1. Genuine interest in books and libraries
2. Pleasing personality, with ability to get along well with children and adults
3. Willingness to accept responsibility for the task assigned and for the hours assigned
4. Ability to follow suggestions and directions in a cooperative manner.
5. Neatness and accuracy in performing routines
6. Good judgment and tact
7. Well-groomed appearance

GENERAL RESPONSIBILITIES

Under supervision, the volunteer:

1. Completes the processing of books and magazines
2. Circulates library materials, charging and discharging them
3. Issues overdue notices to homerooms
4. Makes simple book repair
5. Shelves and reshelves books
6. Assists teachers and children whenever this is possible
7. Assists in maintaining cheerful library atmosphere while good citizenship is emphasized
8. Assists with displays and exhibits
9. Establishes good rapport with all school personnel
10. Discusses problems with the library aide or supervisor

LIBRARY TERMS WITH WHICH YOU SHOULD BE FAMILIAR

AUTHOR CARD	Catalog card which has the author's name on the top line. It is usually written MAIN ENTRY.
BIBLIOGRAPHY	A list of books or writings.
BIOGRAPHY	A written account of a person's life.
BOOK CARD	The card used to represent the book when it has been borrowed from the library. When the book is in the library, the card is kept in the book pocket. This card is sometimes called a book check.
CALL NUMBER	The classification number and the author initial which appear on the spine of the book, on the upper left-hand corner of all catalog cards for the book, and on the book pocket and card.

CARDING BOOKS OR SLIPPING BOOKS	Replacing the proper book card in the book pocket after a borrowed book has been returned.
CATALOGING	The process of making an index on cards of authors, titles, and subjects of all books in the library.
CHARGE	A record of the loan of a book.
CIRCULATION RECORD	The record of all the books and other library material circulated by the library.
CLASS NUMBER OR CLASSIFICATION NUMBER	The number assigned to the book to stand for the subject of its contents. Also called the Dewey Decimal number in libraries using the Dewey Decimal Classification system.
COPY NUMBERS	Numbers assigned in succession to duplicate copies of a title. They are entered on the shelf list cards and added to the call number on the title, the invoice pages, book pocket, and the book card.
COPYRIGHT DATE	The date of the copyright as given in the book, usually on the back of the title page. The most recent date is used. The copyright date indicates the currency of information included in the text. The printing date, generally on the title page, does not indicate when the material was written.
DATE-DUE CARD	A card inserted in the pocket on which is stamped the date the book will be due.
DATER	A stamp which indicates the date on which any library loan is due.
DEWEY DECIMAL CLASSIFICATION	A classification system in which knowledge is divided by subject into ten major groups. Each group can be subdivided indefinitely.
ENTRY	The record of a book in a catalog or a list.
GUIDE CARD	A card, with a tab projecting from the top, designed to help in locating information in a card or a vertical file. The alphabet or other information may be placed on the tab.

IMPRINT	The publisher's name and the date of publication.
INVENTORY	A check of every book on hand with the record of every book owned by the library. Books on hand include those on the shelves, on loan to borrowers, or out for mending and rebinding.
MAIN ENTRY	The basic card of "unit card" from which other catalog cards for the book are made. It is also called the MAIN CARD and is usually the author card.
P. SLIP	A 3" x 5" paper slip.
PERIODICAL	A publication, usually a magazine, appearing at regular intervals.
SLIPPING BOOKS	Replacing the proper book card in the book pocket after a borrowed book has been returned.
SNAG	Book for which no book card can be found, or a book card for which no book can be found.
SPINE	The back of a bound book, on which may be found the author's surname, the short title, and the publisher. Libraries usually place the call number for the book on the spine.
SUBJECT CARD	A catalog card which has the subject of the book on the top line.
TITLE CARD	A catalog card which has the title of the book on the top line.
TITLE PAGE	A page near the beginning of the book on which is printed the full title of the book, the author, the publisher, and other items of information about the book.
TRACING	A record on either the front or the back of the main entry of all other cards made for the book. When analytic tracings are attached to the shelf list card, a note to this effect must be added to the tracings on the main entry.

COMMON ABBREVIATIONS USED IN LIBRARY WORK

c	copy; (circa) about
E	Easy
illus	illustrated by or illustrator
dup	duplicate
ed	edition
R	Reference
rev	revised
S. C.	Story Collection
ser	series
supp	supplement
vol	volume
p. or pp	page or pages
q	oversized books

SERVICES

BOOK PROCESSING:

1. Check each set of catalog cards against the book.
2. Open each book properly. Place the book on a flat surface opening a few pages from the front, pressing gently, then a few pages from the back. Repeat the process. Children may assist.
3. Stamp the school name, indicating ownership, on the specified pages:

   title page
   side edges of book
   book pocket
4. Separate shelf list and catalog cards.
5. Enter on the shelf list card the price of each copy and date. If there is more than one copy indicate this by copy number. The first

copy is not indicated; begin with c. 2 when the second copy arrives.

6. Filing of catalog cards:

    a. Refer to the filing rules
    b. Alphabetize cards according to the first word on top line
    c. File cards above the rod for revision

7. Filing the shelf list:

    a. Separate fiction and non fiction cards
    b. Arrange the fiction alphabetically by author and then by title
    c. Arrange the nonfiction by number, then by author and title
    d. File E and SC separately from other fiction

8. Oversized books or quartos are shelved separately. Books, book cards, catalog cards, and shelf list cards need to have a "q" placed before the call number. Please do this neatly in black ink or type.

CIRCULATION:

This service requires accuracy and speed. It follows a fairly general pattern. Most book circulate for one week.

1. Desk routines -

    a. Check date on date due cards for accuracy. Books are circulated for one week with occasional renewal. Be careful not to date books making them due on a school holiday.
    b. Sharpen pencils

2. Issuing materials -

    a. The name and homeroom number should be written legibly on the book card by the borrower.
       For children in grades K-1 the volunteer will write the names on the card. A list of children by rooms is at the library desk.
    b. Slip the date due card in the book pocket.
    c. Place book card in charging tray.
    d. Books which are to be utilized for a special assignment may be placed on overnight reserve to enable more children to borrow particular books.
       Children would have to return these books the next morning. Cards for these books should be filed separately.

3. Clearing returned materials or discharging a book -

    a. Locate book card in circulation file under the date the book was due. (Slip it into book pocket, as you remove the date due card.) Carefully compare classification number, copy number if there is one, author, and title.
    b. Cleared materials should be placed on the book truck for shelving.

4. Snags -

    a. Separate snags; after one week prepare a duplicate card and label it dup.
    b. File snag cards separately.

5. Closing routines -

    a. File circulation cards in the charge tray, by date due, in this order:
        fiction (by author)
        nonfiction (by number)
        magazines
        pamphlets
    b. Watch for filled book cards and prepare new book cards to replace them when the book is returned.
    c. Count the circulation and record it in the Circulation Record.

SHELVING:

1. Books should be arranged on the book truck before going to the shelves. Group fiction by author, separating Easy books and Story Collections. Arrange nonfiction in numerical order.

INVENTORY:

1. Put the books in exact order on the shelves.

2. Check shelf list cards against the books in circulation.

3. If a book is missing, mark M and the year on the shelf list card.

4. If a book was missing on the previous inventory, it is presumed lost and is so marked on the shelf list, indicating the date.

5. Catalog cards are removed from the catalog when a book is list.

OVERDUE:

1. Overdue forms are written for materials after 3 days. These are sent to the home-room teachers.

PERIODICALS:

1. Check receipt of the magazine on the magazine card.
2. Stamp the front cover and the first page with the school ownership stamp.
3. Place in magazine binder.
4. Retain back issues.
5. Check the magazine card list to verify that magazines are being received. Report lack of receipt to the Supervisor.
6. When brown paper is available for reenforcing the cover of magazines this process can be completed.

REPAIR:

1. Strengthen books with liquid adhesive.
2. Mend **torn** pages with library mending materials, not ordinary scotch tape.
3. Set aside books in need of rebinding or major repair.

SHELF-READING:

1. At intervals the shelves **should** be read to insure that books are in proper order.
2. Strive for neat looking shelves.

SIMPLE FILING RULES FOR ELEMENTARY SCHOOL LIBRARIES

1. Arrange author, title, and subject cards in one alphabet, according to whatever work is first on the top line. This is a dictionary catalog.
2. Disregard the initial articles, "a," "an," "the." Begin filing with the word following the article. When these words appear within a title

they are considered as words.

3. Arrange cards word by word, alphabetizing letter by letter, to the end of each word.
    Example: New England
    New Moon
    New times for John
    Newbery, John

4. Arrange abbreviations as if spelled in full.
    Dr. as doctor
    Mr. as mister
    Mrs. as mistress
    Mt. as mountain
    U.N. as United Nations
    U.S. as United States

5. Arrange numerals in a title as if spelled out.

6. Arrange all books by the same author alphabetically by title:
    Alcott, Louisa M.
        Jack and Jill
        Little Women

7. When the same word appears as author, subject, and title, arrange them in that order:
    Example: Birds, James (author)
    Birds (subject)
    Birds of Ohio (title)

8. When a subject has a subheading, arrange in alphabetical order by subheading then by author.
    Animals
    Animals, ancient
    Animals -- Care
    Animals -- Stories

9. Under history the subdivisions are arranged chonologically. Subject heading precede period subdivisions.
    U.S. -- History
    U.S. -- History -- Colonial period
    U.S. -- History -- Revolution
    U.S. -- History -- Civil War

SCHOOL LIBRARY PROCEDURES

STUDENTS:

1. Are encouraged to utilize the library.

2. May borrow books for one week which may be renewed as the need arises.

3. May borrow one book at a time since the collection is small. When a book is returned another may be borrowed.

4. Should write legibly his name and homeroom number on the book card and give it to the library aide to borrow a book.

5. Kindergarten and first grade children may borrow a book. The volunteer or aide will write his name and room number on the book card, using the list provided at the circulation desk.

TEACHERS:

1. Are encouraged to utilize the library.

2. Are encouraged to arrange with the library aide for class visits or come with the class to give reading guidance and assistance. This aspect is important since we do not have professional librarians.

3. Certain books which may be used for a unit of work may be placed on overnight reserve in the school library. Notify the library aide or volunteer if such service is desired.

SUGGESTIONS FOR SERVICE TO GROUPS

"Yes, children's books keep alive a sense of nationality; but they also keep alive a sense of humanity...each of them is a message that goes beyond mountains and rivers, beyond seas, to the very ends of the world..."
Paul Hazard in Books, Children and Men.

General Library Procedure:

1. When the children come to the library ask them to place the books being returned on the circulation desk. Ask them to do this each time. Soon it will become routine.

2. Next, they should find a seat at a table, quietly. If each volunteer or aide follows this procedure a pattern will be established to which children will adapt easily. Youngsters are more comfortable when they know what is expected.

3. If there is confusion at times, talk with the children about the library, emphasizing that it is a place to enjoy for pleasure reading and that it is also a place to work, to use resource materials. A working atmosphere is important. To have this kind of library everyone must cooperate. Please do not "preach a sermon" or seem to be a

dictator. This destroys the program and purpose of the library. Be firm, in a pleasant way.

4. Volunteers, aides, and librarians who work together in a library must do so harmoniously. If you disagree with a statement, or with an approach, or whatever it is, please discuss this when the children are not present. If we wish children to work in a friendly quiet way we must demonstrate this ability.

5. For the K-1 groups I would suggest placing appropriate pictures and easy books on the tables in advance of the class arrival. It is confusing for beginners using a library to be confronted with many shelves and books. Have the books ready for children to browse and choose. Ask teachers, if they do not offer, to aid the children in making selections.

Sharing Books:

1. When you share a book with the group, through reading or telling, choose a title appropriate to both boys and girls. Read it several times to familiarize yourself with the story. Read the story as it is written, to convey the beauty of the author's words and theme. Explain a word only if it is not identified well in the text. Many children will understand from the context. In showing pictures, tilt the book slightly for all to see, move the book so that the entire group sees each picture, and be sure the pictures are large enough for the group to see easily.

2. For the slightly older children and the upper grade children it is equally important to talk about good books and what makes them good.

   a. Try a variety of approaches.
   b. Select a book with appeal to many children.
   c. Remember it is better that the characters in the story be older than the group, rather than younger.

3. Introduce the book carefully, wherever appropriate give the author and illustrator, or relate the book to a child's experience.

4. Choose an incident to read, or tell, which is exciting, interesting, unusual, imaginative, something which will stimulate interest in the title, in other works by the author, in other books of similar kind.

5. If this is a first attempt as book talks perhaps you should use only one book; begin simply and as your technique improves attempt something more ambitious.

6. Do not tell the whole story, because this "spoils" the book for the reader.

7. Some groups might like to share books they have read, might like to dramatize an incident, do a character sketch, charades, keep a file of books they have enjoyed. These activities should be different from classroom activity, they should not duplicate it. Be certain that the teacher involved approved approves of your approach.

8. Seek out unusual stories, myths, folk tales, poetry, etc. Sometimes a folk tale, for example, can be correlated with class work or units. Work with the teacher.

THE TEACHING OF LIBRARY SKILLS

The child receives full benefit from the library program only if he becomes an independent user of its resources and is guided by a professional librarian. Many skills can best be taught by a librarian. Other skills, at this time, can be taught by aides and volunteers. Before teaching skills consult with the teacher to be certain that the skill can be utilized and practiced at this time and that it is appropriate to the children's abilities. Consult with your group leader and with the supervisor as needed.

Listed below are some skills which probably should be stressed:

1. Citizenship in the library
2. Borrowing and returning materials
3. Caring for library materials
4. Arrangement of materials in the library
5. The card catalog as an index to the library (using transparencies)
6. Encyclopedia and dictionary use, with introduction of various encyclopedias, noting their differences and likenesses. Arrange with teacher.
7. Simple introduction of the Dewey Decimal system
8. On occasion special reference books might also be introduced.
9. Good study habits

Do not try to compete with the classroom. The library is a resource center, an extension of classroom teaching, and an enrichment source. The library's role should be distinctive.

Work together to develop a love of books and reading, rather than competing with one another for unique ideas in any phase of the volunteer's service.

SUGGESTIONS FOR SERVICE TO INDIVIDUALS

"Puzzle the child a bit, bewilder him a bit, set him guessing, groping, force him to think and feel a little above himself."

Clifton Fadiman
"Schools and Libraries,"
Wilson Library Bulletin,
Oct. 1952.

1. Attempt to learn something about the children, individually, and about their interests.
2. When in doubt about a child consult with the teacher who will know the child and can help you to know and understand him.
3. Encourage children to talk with you about their reading.
4. Be a good listener.
5. Encourage children to keep their own reading record, a list of books they have read, with comments.
6. Insofar as your background in children's books will permit, interest children in new avenues of reading. When in doubt, ask the teacher, group leader, or supervisor.
7. Familiarize yourself with books, It is only in this way that you can really assist children with pleasure reading and informal questions.

WAYS TO HANDLE CHILDREN AND GROUPS

1. Be natural, relaxed, and poised.
2. Maintain a sense of humor.
3. Capitalize on your own personality. Children make an effort to please those who appear attractive to them.
4. Cultivate a pleasant voice and serene manner.
5. Be considerate yourself and disturb others as little as possible.
6. Concentrate on library activity for each person or for the group as a whole rather than discipline for the infringement of good conduct, which usually results from inactivity or inappropriate activity.
7. Some disturbances are normal. Do not become excited. You are a mature person able to handle this. For instance, a disturbance at the other end of the library should not be an occasion for calling across the room to the offender. Rather talk quietly with him or talk with him later, or in the hall. Do not make a "spectacle" of yourself or the children.
8. Analyze your successes and failures. Share them with your group leader. Others may, then, profit from your experience.
9. In every way try to cultivate the feeling that the library is a pleasant place.

PREPARATION OF DISPLAYS AND EXHIBITS

In developing displays and exhibits those of us who are amateurs should remember that even a small display is a vital record of our library's book collection and that it reflects library service attitudes. Displays serve several purposes:

1. Stimulate interest in wider reading
2. Present outstanding books
3. Cultivate good will
4. Reflect interests of the children, the activities of the school, seasonal events, etc.
5. Correlate with units of classroom work
6. Relate to personal needs of boys and girls
7. Influence children in developing good library citizenship and efficient library skills.

Someone has said that there are 3 B's for a display:

Be dramatic
Be artistic
Be imaginative

Displays can and should be simple. Plan and edit materials carefully. Avoid complexity - not too many colors and materials, or book jackets in profusion. Have a theme. Choose a catchy caption, a display object, or center of interest which will appeal to children. Plan displays for various age and interest groups. View a display from 20 feet distance, judge the "pulling power."

A variety of materials lend themselves to display use: remnants of materials such as backdrops, mobiles, profiles, maps, corrugated paper, three dimensional objects, pipe cleaners, wallpaper remnants, and objects which children have made.

Surprise, change, and interesting details are important. Children may help plan and execute some displays. Watch for the special talents of children and of other volunteers. Strive for effective, purposeful displays and exhibits.

SUGGESTED READINGS
ELEMENTARY LIBRARIES AND CHILDREN'S BOOKS

INSPIRATION

American Library Association. Let's Read Together, Books for Family Enjoyment. 2nd ed. Chicago, American Library Association., 1964.

Arbuthnot, May Hill. Children's Books Too Good to Miss. Cleveland, Western Reserve University Press, 1964.

Larrick, Nancy. A Parent's Guide to Children's Reading. New York, Pocket Books, 1964.

Swayer, Ruth. The Way of the Storyteller. New York, Viking, 1962. pp. 131-150 "A Technique to Abolish Techniques" and pp. 165-186 "Storytelling as an Approach to Children's Books."

Smith, Dora V. Fifty Years of Children's Books. Champaign, Illinois, National Council of Teachers of English, 1963.

Walsh, Frances. That Eager Zest. New York, Lippincott, 1961.

IDEAS FOR USE WITH CHILDREN

Mott, Caroline and Baisden, Leo B. Children's Book on How to Use Books and Libraries. New York, Scribner, 1964.

LIBRARY ROUTINES

Currie, Dorothy H. How to Organize a Children's Library. Dobbs Ferry, New York, Oceana, 1965.

Lowrie, Jean. Elementary School Libraries. New York, Scarecrow Press, 1961.

LIBRARY VOLUNTEER TRAINING MATERIALS

SELF-EVALUATION

Prepared by:

Cleveland Public Schools
Cleveland, Ohio
1969

PART I - THE CARD CATALOG

1. You are looking for the book Two is a Team by Jerrold Beim. Show how the top line of the author card would appear in the card catalog.

____

2. If you were looking for the title of this book how would it appear on the top line of the catalog card?

____

3. An imaginary or made-up story would be classed as:
Fiction ______________
Non-fiction __________

4. A biography of a person would be classed as:
Fiction ______________
Non-fiction __________

5. The title card for a book with this title The Grand Lady would be filed under the letter:
T ____________
G ____________

6. Which of these cards is a subject card? Assume that the three headings which follow are on the top line of three different cards:
______________ Lightning and thunder
Zim, Herbert Spencer
______________ LIGHTNING
Zim, Herbert Spencer
______________ Lightning, John
The Day of Justice

√

PART II - SHELF ARRANGEMENT

1. On the shelf fiction books are arranged in order according to:
   ____________ the author
   ____________ the call number

2. Place a number before the class number to show the order in which these books would appear on the shelf. Use the numbers 1, 2, 3, 4, 5 to indicate which would appear first, second, third, etc.
   ________ 598.2
   ________ 598.1
   ________ 598.23
   ________ 598.01
   ________ 598.13

3. The library owns several books that have identical class numbers, but different titles and authors. Which would you shelve first? Number them 1, 2, 3, to indicate which would stand first, second, third on the shelf:
   573 Scheeler, William E.
   S Prehistoric Man

   573 Pryor, John
   P The Early Days of Man

   573 Nordan, Joseph
   All about Prehistoric Man

4. Biography is placed on the shelf:
   a. According to author
   b. According to biography

5. Easy books are shelved by ________________________________

6. Every number in the Dewey Decimal System is for one book only.
   Yes ______
   No ______

PART III - CIRCULATION OF MATERIALS

1. A child comes to you and says, "Do we have a book about butterflies?" How would you respond?
   ____

   ____

2. A child comes in at 3 o'clock to borrow an encyclopedia for home use. Would you permit him to borrow it? Yes ______ No ______.

3. Overdue notices are written on a separate slip for each child.
Yes ______ No ______.

4. A child has a book overdue. What fine would you charge? __________

5. At the close of the day book cards are filed in the circulation tray. Fiction books are filed by ________. Non-fiction books are filed by ________.

6. After overdue notices are written where are the book cards filed?

7. What would you do if a child returned a book with crayon marks on it? Assume that this was the first time the book had circulated.

____

8. Place the following in the order in which you would file them in the circulation tray. Use numbers 1, 2, 3, etc.

598.2 Audubon, John
A Book of Birds __________

E Schlein, Miriam
S Little Puppy _________

629.2 Hyde, Margaret
H Principles of Flight ________

920 Benet, Laura
B Famous Poets ________

598 Addison, Theodore
A Look at the Birds and Beast ________

E Schlein, Miriam
S The Best Day ________

R Roberts, Timothy
A Birthday Book ________

C Cameron, Dorothy
The Greenest Tree _________

973 Beard, Charles
B American History for Children __________

THEY'RE WORTH YOUR TIME

Prepared by:

Detroit Public Schools
Division of School-Community Relations
Department of School Volunteers
1967

CHAPTER ONE: A BASIC PHILOSOPHY

The PURPOSE of this guide is to provide tutors with some basic principles, as well as some specific techniques which will help with their task. The program in Detroit has borne out the notion that the "inspired layman" can make a material contribution to alleviating the problems of urban education.

Let us examine some suggestions we might follow in our work. Remember, these are only suggestions; the most potent weapon in your tutorial arsenal is your genuine devotion and your concern for the welfare of your student. In tutoring, these can and do overcome any lack of professional training, because you are working in a different dimension of education. Almost anything that works for you and your student is a successful technique!

Our GOALS are simply to help those children who need our help! We can accomplish this by building a ladder of successful learning experiences in our program to help them meet better the academic and social problems they encounter every day. Our investment in each child can provide for him a more positive self-image based on greater self-confidence and improved compentency.

Before we begin to discuss techniques, think carefully! Are you prepared to follow through on this program? A tutor who is a dropout is a tremendous disappointment to a student and can be damaging to him beyond our knowledge!

There are several underlying considerations that must remain in your mind. These can be summarized by two critical words: RAPPORT and SUCCESS.

No learning of any kind can take place until you interact with your student. Tutoring must be a relaxed, friendly situation because you are establishing a climate for learning.

It is important that you spend the time and make an honest,sincere effort to be both friendly and warm to the student with whom you are working. If you are honest and sincerely concerned, rapport will not be a problem.

Success is the most important commodity which we are selling for two important reasons. Psychologists assure us that success raises the level of aspiration. It is hoped that whatever successes we provide in the tutorial will help to raise that particular child's level of aspiration in school and in all his living. Second, success in the tutorial situation will help to strengthen the student's self-image. Many students have poor impressions of themselves...success with you can provide a boost in this all-important attitude and prove to a student that he is capable.

Remember that each session should be a rewarding experience for both of you, in which the student should find some specific success. Praise, to be meaningful, must be honest. It is the job of the tutor to provide an activity for the student at which he can succeed and for which he can be praised. Don't hesitate to praise often!

As we begin to think through our responsibilities as tutors, one word expresses our role in relationship to the young persons with whom we are working: WORTH.

Each letter in WORTH suggests a quality that contributes to the worth of our efforts:

W illingness	Generate enthusiasm about the youngster and his future - this belief is what brought us to this service.
O ptimism	Look toward a positive approach to the problem - it can be alleviated - it may be solved.
R apport	Establish a warm, sincere relationship - learning can then take place.
T enacity	Learning is hard work - repetition and new approaches can lead to success.
H elp	Each small success you help create can raise the youngster's sights.

CHAPTER TWO: THE FIRST FEW MEETINGS

The very first meeting is all-important. Here you begin to create the kind of atmosphere of mutual respect which makes it possible for learning to take place. All of us, as times, are inclined to overlook some basic ways by which relationships are established. So, examine these items and be sure that you have planned to include them.

1. Learn the child's name and use it in your conversation with him. He should know that you are interested in him as an individual.

2. Tell him your name. Write it down for him. He should be able to identify you as the "ADULT" who is interested in him.

3. Clarify your schedule. Write down the time and place you will meet. Give it to him to take home. Make sure that you honor the schedule These youngsters have been disappointed by adults. Let's not add another disappointment nor prove that all adults treat commitments lightly.

4. Outline emergency procedures. Include a safe way home if you tutor somewhere other than in a school building.

5. Try to find out something about your student's interests, hobbies, school success or lack of it. Whatever questions you ask should arise out of natural conversation, and should not be a grilling "D.A. style."

A good way to get this type of information is to spend some time in casual conversation right after introductions are made. Tune in very carefully on:
What he talks about
What television programs he watches
How he reacts when certain subjects are mentioned

We can use this information later to good advantage.

Make the session brief. When he leaves, he should:

a. Have your name and his schedule on a card or in an envelope which will be his for the duration of the program.

b. Feel that you are looking forward to seeing him at the next session.

c. Have some idea of what was accomplished during the first meeting.

d. Have some idea of what you will do next time.

Well, we have finished the first session. Let's take an inventory.

After this session, we can expect to have some of the following:

a. How well the student verbalizes

b. Some insight as to how he reacts to new adults

c. Some idea about his hobbies, family, friends

d. Some idea of his academic strengths and weaknesses

One tool for gaining additional insight into the child's background and, to some extent, his verbal skill, is an informal inventory. An example is given on the following page. It is a good idea to work through this inventory, item by item, with your student. Emphasize that the student is to write the first thing which comes into his mind. The important thing is a sincere, immediate response.

His spelling and his grammar are not important at this point. Be sensitive to his ideas and his wording. Break the activity into two sessions if you feel it will be better.

The information which you get from this sort of inventory may surprise or shock you. Remember that it gives you a background or frame of reference in which to function with you student. The best thing to do with the information is to keep it in mind as you work with the youngster. Obviously, any information you have about the child MUST be kept in strict confidence; although, sharing pertinent items with the teacher with whom you are working can be invaluable to all three of you.

INFORMAL INVENTORY

Directions: "I am going to begin certain sentences for you. I want you to finish each sentence with the first idea that comes to your mind."

1. My idea of a good time ______________________________
2. When I have to read, I ______________________________
3. I wish my parents knew ______________________________
4. I can't understand why ______________________________
5. I feel bad when ______________________________
6. I wish teachers ______________________________
7. I wish my mother ______________________________
8. Going to college ______________________________
9. People think I ______________________________
10. I like to read about ______________________________
11. To me, homework ______________________________
12. I hope I'll never ______________________________
13. I wish people wouldn't ______________________________
14. When I finish high school ______________________________
15. When I take my report card home ______________________________
16. Most brothers and sisters ______________________________
17. I'd rather read than ______________________________
18. I feel proud when ______________________________
19. When I see math (arithmetic) problems ______________________________
20. I wish my father ______________________________
21. I like to read when ______________________________
22. I would like to be ______________________________
23. I wish someone would help me ______________________________

WE GO ON . . .

Here are some general ideas to keep in mind as we advance past the stage of gaining rapport.

1. Avoid the "Lady Bountiful" approach ... thinking of yourself as bringing knowledge to the disadvantaged. Instead, project the image of working together with your student to solve a problem of mutual concern.
2. Don't be disappointed if your student does not seem to be grateful to you ... your role is a new one and it may take some time for him to understand why you are there. You might be a little introspective about this too!
3. If you become aware of what appears to be an emotional, psychological, or physical problem, discuss it with the persons responsible for your program ... the teacher, principal or materials consultant. Don't try to handle it yourself.
4. Give the schools the benefit of the doubt. Don't criticize the school or the teacher in order to have the student identify with you. Mutual condemnation results in no real progress!
5. Divide your time. Break sessions into short segments. Tell your student, however, how long each total session will be.
6. When you are reasonably certain that **your student has succeeded at** a level, move on to the next more difficult step. Keep the student working at the best possible pace, but avoid defeat and frustration. He needs to know that it is acceptable to make a mistake and that profit can come from errors.

CHAPTER THREE: THE LANGUAGE ARTS

Although listening, speaking, reading, and writing skills are only part of the needs of language-handicapped children, these are vital needs. Without mastering communication skills, culturally disadvantaged youngsters can never unlock the doors that lead to useful, productive citizenship and reasonably satisfying lives.

This is not to say that disadvantaged children cannot communicate fluently with each other. Some of them have developed a "scat" language to a rather high level of fluency. Nonetheless, the scat talk does not belong to the world of business or books ... worlds which may be foreign to these children.

If these children are to master the basic language skills of listening and speaking, their teachers and tutors must provide them with an even wider range of experiences ... both real and vicarious ... than those provided by schools to their fortunate counterparts.

A conference with the teacher, if you are tutoring within a school, will provide some valuable information which might include some of the following:

a. Level of mastery of reading
b. Aspects of reading in which help is needed, such as:
    Identifying words
    Identifying sounds
    Grasping the main idea
    Thinking while reading

If your student is termed a "non-reader" or a very poor reader, you might recall these common causes of poor reading:

1. Inability to hear separate sounds in spoken words
2. Unfamiliarity with printed letters
3. Poor visual recall or memory

DECIDING WHERE TO START

"Diagnosis" is a professional job. Reading clinics often spend much time in finding out the nature of a child's reading problem. We tutors should not attempt such diagnosis. Our problem is a great deal more simplified; namely, to find out at what level our tutoring should begin ... because we are going to work at the LEVEL OF MASTERY.

Here are some guidelines or criteria which may prove beneficial. Pick up any piece of reading material ... a magazine, a newspaper, a book, anything ... but think about it first. Obviously the editorial page of a newspaper will differ in difficulty from the sports page.

Have the child read you a hundred-word sample (about a third of an ordinary page in a book).

If the child makes six or more errors ... forget it ... too hard! If the six errors come in the first sentence or two, stop right there. Make some supportive comment about his efforts, though.

If the child makes no errors or possibly one minor one, you will know that this item is within his silent independent reading level band. The child can read this material without help from you; look for something more challenging. Don't forget to comment here too ... it will be easier to find something honest to say.

If your supposition was correct, the child will make between 2 and 5 errors and you have identified a level at which tutoring can logically take place.

If the material appears too hard or too easy, here are some guidelines which will help you in finding the proper material:

> Short words, short sentences and short paragraphs are criteria for read-ability. Newspapers, and magazines such as Life and Ebony, generally can be read by people who read at the sixth grade level.
>
> Look at the number of syllables in the words
> Look at the number of words in the sentences
> Look at the number of sentences in the paragraphs

Remember, these are only guidelines and suggestions, not professionally determined reading-level diagnoses.

Just as the traveler has to decide where he is going before he can make decisions as to how to get there, so we must be definite about what we are working toward in reading. The Detroit Public Schools Guides to Instruction in the Language Arts (Early-Elementary Grades, Pub. 2-419, 1961; Grades 4, 5, and 6, Pub. 2-417, 1959; Junior High School Grades, Pub. 2-420, 1964. Detroit: Board of Education.) provide many directions for us.

The specific aims are listed as:

1. Rich and varied experiences through reading
2. Enjoyment through reading
3. Lasting and better interests in voluntary reading
4. Better personal and social adjustment
5. Resourcefulness in using reading
6. The fundamental reading abilities and skills:

a. Word recognition
b. Word meanings
c. Comprehension and interpretation
d. Silent reading at suitable speed
e. Oral reading
f. Use of books

Let's look at each of these skills -

WORD RECOGNITION

A good reader is versatile in his methods of determining the pronunciation and meaning of unknown words. He tries one method after another. We need to help our student master word-recognition techniques. These six are suggested:

1. CONTEXT
   Thinking of what the word means in the sentence

2. SIGHT RECOGNITION
   Looking closely at the word to see if you have seen it before

3. PHONETIC ANALOGY
   Seeing whether the word is like any other word you know.

4. STRUCTURE
   Trying to find familiar syllables

5. PHONETICS
   Sounding out the word

6. DEFINITION
   Looking up the word in the dictionary or glossary

MEANING VOCABULARY

In addition to the pronunciation of the word, its meaning demands attention. We want to be certain that our student will have these words at his command by knowing what they mean.

No mechanical means of teaching words is desirable. Just writing them down and telling the student the word is not going to do the job. Some ways which will work are:

1. First-hand experience
   If you are reading a myth about a pomegranate, there is no better way than to bring one in and let the child see and taste it. Some items can't be dealt with first-hand - use pictures or models.

2. Explanation and discussion
   Just giving the child a synonym can be unfortunate. The Language Arts Guide describes what happened when a child did not know the word "frantic" and was told that it meant "wild." When he was asked to give a sentence using the word, he said "I went into the field and picked some frantic flowers."

3. Context clues
   Often, the meaning of the word can be provided by the sentence, but this clue alone is not enough. Other skills must be used, or the understanding can become a guessing game.

4. Special exercises
   Several examples are included later in the guide.

COMPREHENSION AND INTERPRETATION

What we are talking about in comprehension is what is often called "getting meaning from the printed page"; however, let us not forget that the child with whom we are working must "bring meaning to the printed page."

Comprehension and interpretation merge to such an extent that we cannot separate them as we work with our student. We are faced too, with two main problems: the initial teaching of skills and the maintenance of them. Let's remember that the maintenance of skills fully developed is as important as their introduction.

There are eight skills in this area which we should consider:

1. Discovering a specific fact
   You might have the student locate a part of the story which verifies a statement.

2. Following a sequence
   You might list the events of the story in scrambled fashion and have the student put them in the proper order. Have the student provide a different ending ... "What do you think would have happened if...."

3. Noting significant details
   In study situations, particularly in science or in social studies, pupils are expected to grasp the important details of a passage.

   You might make an outline of a passage, including only the specific headings, and have the child complete it after reading the selection.

4. Remembering what has been read

   The value of this is obvious, but we must take steps to ensure that the child learns to think while he is reading.

   The WHO? WHAT? WHERE? WHEN? WHY? HOW? idea may be used. Have the student rewrite or retell the story as if it were to be a newscast.

5. Reading critically and evaluating

   We want the child to form the habit of questioning what he reads (or hears). Let's spend some time in leading him in such questioning as "Is this possible? Does it agree with what you know? What kind of proof is given? Do you think this is fact or opinion? Why?"

   Here is a good chance for you to introduce the idea of checking by using other references.

6. Reading for main ideas

   Much of our reading is aimed at getting a general impression, rather than for detail. Some of our students may be poor readers because they are used to getting lost in the detail and never discover the main ideas.

   You might have the child look at three stories or books and decide which one he would enjoy most, or which one would be most useful in a particular situation.

   Writing headlines (titles) for paragraphs can be good activity here, too, as long as it does not become a laborious chore.

7. Making comparisons

   Newspapers or news magazines can be excellent sources of materials which present varying opinions.

8. Following directions

   As the child progresses, he will be expected to depend greatly on reading to be told what to do.

   Building a plastic model may be an opportunity to stress the need for reading directions. You might have some fun by working together to write specific directions for some common act ... how to climb stairs ... how to ride a bicycle.

   You might relate this to computer programming.

SILENT READING SPEED

Today, an intelligent adult faces the problem of reading more printed matter in a week than his grandfather read in a year. It is estimated that the average high school pupil could increase his speed rate of reading by half without losing comprehension. Just think of what this time could provide! We are not, however, trying to produce speed for its own sake, but rather for functional purposes.

Not until the child reads at about sixth-grade level should any special activities be developed for increased rate.

The reasons for slow speed are important for us to know so that we can help our student to avoid the faulty habits which cause it:

1. Lip movements
2. Finger pointing
3. Head movements
4. Too much word analysis
5. Word-by-word reading

ORAL READING

In every day life, oral reading is used far less often than silent reading. It is not as rapid nor does it result in as good comprehension as silent reading. However, it is an important skill.

Just a caution, however: many tutors emphasize oral reading without really meaning to do so. Use it to emphasize mood or pronunciation, and it has its place in your informal "diagnosis"; but spend little time on it.

USE OF BOOKS

The tutor can be of enormous assistance in this area. We want to develop competency in the use of books. There are three main items which we need to consider in planning our activities:

1. Locating information

   Use of the table of contents can be a full session.

   The ordinary library skills and tools, such as the use of the card file, should not be taken for granted. A visit to the library for a specific purpose can be profitable.

2. Interpreting pictorial and graphic material

   Interest in reading can be inspired by pictorial material. We also are aware of the extent to which graphs, tables, and charts are used in advertising: this fact offers an interest-lead, and besides, the child needs to know how to interpret them.

3. Selecting sources of information

   One of the most important study skills is the ability to select the proper source. The student should be led to think immediately of using the encyclopedias, **dictionaries, etc.**, as need arises.

   You might help him look up a specific subject in several sources so that he can discover for himself how they vary.

   Teach him how to decide which source is best for a given purpose.

PHONICS

Many tutors emphasize phonics ... the sounding-out of words ... in their relationships with students. Let's look at this skill for what it is ... simply, one of the tools we talked about.

From the time when a child reaches the stage where he is interested in reading, he begins to notice that certain patterns of likenesses and differences can be found. Early in his school life, he is introduced to single initial consonant diagraphs (such as "ch" and "sh") and to a few simple endings ("ing"). The major part of such instruction is left to the later grades for many reasons. A major reason is that the child must have auditory perception skills in order to discriminate. Until he can hear these differences, phonics can be a waste of time.

Please do not attempt to have the child try to get the pronunciation of the word by spelling it. It is too slow and may lead to the word-by-word reading which we discussed as one of the causes of poor reading habits. It makes the child concentrate on a part of each word, rather than the total word and its place in the passage.

Some activities can be helpful for your student and can provide some specific activities for you to do together.

> For example, you might say "Listen: milk, melon, movies, mother. Can you hear the same sound at the beginning of these words? It sounds as if I am humming. (Be careful not to stress the sound apart from the word, though.) Listen again...machine, measles, magic...they begin the same way. Say them after me ...machine, measles, magic. Do you know the name of the letter which makes that sound?"

Then go on ...

"I'm thinking of another word which begins with "m" ... it is somthing which you can put in a bank. Can you tell me what it is?"

You might then go on to give the child words which end in "m" ... team, storm, warm. Later you can give him some words which have the "m" in the middle ... remain, remember, dimple, grumpy. Try to select strong verbs and nouns.

Activities which can further this approach include by collecting, mounting and labeling pictures for the initial, middle and ending sounds. Look for pictures together, and teach the recognition of the letters at the same time. Knowing the names of the letters is valuable, but the order is not important until later grades.

Sample cards might be:

Milk

harMonica

storM

THE EXPERIENCE STORY

Practical reading teachers know that children like to read stories about things with which they are familiar. Disadvantaged children find few of their experiences recounted in books or stories; although efforts are being made in this direction. It is, therefore, a good idea to create reading material based on experiences which you and your student are sharing together or other experiences which you specially devise for this purpose. You might create the story of your tutorial relationship. Each tutoring session or experience you have together is a chapter in the book. This technique seems most obvious, yet it works with such success that we don't want to overlook it. It does require work on your part to keep the activity from becoming a dull diary of events, for example:

Mrs. TUTOR has just been playing a phonics game with James and Rosalie. She asks, "What did we do today?"

James replies, "Played."

Rosalie shrieks, "Had a blast!"

"Good, says Mrs. TUTOR, "Let's see if we can make this a part of a story."

As the story unfolds, Mrs. TUTOR jots down the sentences, possible using marking crayon on large sheets of paper. (It won't hurt to point out that every complete sentence has a subject and verb without going into a technical discussion or ruining the spontaneity of the story.)

The next session, the students see the completed story. The tutor may say, "Rosalie, this is your sentence. Will you read it for us?" She will be proud to have contributed.

The experience story builds a reading vocabulary for the child who reads well and is a vehicle to the teaching of mechanics for the poor student.

These stories can be gathered together, made into booklets, and taken home.

THE RELUCTANT READER

Poor readers are very often reluctant readers. "High interest, low vocabulary" materials that children can read and will want to read can be obtained. With this as a jumping-off place, try to build an interest in reading for pleasure as well as for information.

LIBRARY	Find out the libraries in the community and encourage your student to visit them. Whenever possible, visit the library with the student. Possibly all the tutors and students from a program could visit the library together. Arrangements with the librarian should be made in advance. You may wish to keep a record of all the books read.
INTERESTS	If a reluctant reader has indicated an interest in anything, use this as a wedge to encourage reading. Start a scrapbook on baseball, for example. Include scorecards, "baseball cards," newspaper clippings, magazine articles, brief written reports which the student produces, pictures, drawings, etc. All kinds of learning experiences can come from this kind of activity.

READ TO YOUR STUDENT	If you find that your student has interests far beyond his reading ability, find a book and read to him. Spend 5 or 10 minutes of every session reading aloud. This activity will hold his attention, will make him want to come back, and will provide a topic for mutual discussion.
"DIALSMANSHIP"	If you find that your student's interests do not come to the fore, try TV. Relate his program preference to written materials. Have him watch a program, and then discuss it the next day. You may bring in the newspaper reviews as a basis for discussion. Build an interest in reading by relating TV to books about similar subjects.

CHAPTER FOUR: THE WRITTEN WORD

In this day of pictorial magazines, television, and telephone, written language is losing ground. Physically and intellectually, writing is one of the most difficult of all forms of communication. It takes strength, dexterity, and well-developed habits, in addition to creative thought. We do not need to help our students develop the various skills involved in written composition:

1. Content
2. Organization of ideas
3. Spelling
4. Mechanicial form

Our students have the same creative spark and imagination that is characteristic of all youth; what they may lack is the means or tool to express their ideas.

Writing should be a part of every tutoring session, but it can present definite problems. The tutor somehow has to strike a balance between encouraging creativity and correcting mechanical errors. Obviously, no one wants to write if every word, phrase, sentence, and paragraph are "wrong" and must be corrected. How is the tutor to solve this dilemma?

If you are hard put to get your student to write anything down, _you_ do the writing. Have the student dictate a story in his own words. Correct GROSS errors as you write. Give the completed story back to him, emphasizing that the idea is his--that he _can_ create.

Gradually, have him write one good sentence or a short paragraph. Keep it brief. What about errors? Grit your teeth; don't correct everything. Don't use a red pencil! Point out one type of error and work on it. Emphasize his successes by giving credit. "That's fine, you're almost right, but you skipped a part of this word." If you can type or otherwise reproduce his efforts and give them back to him, you have taken a special step in the right direction.

Find topics and ideas from his neighborhood or environment. Be accepting of HIS ideas.

Ask him to write the story of a popular "rock and roll" tune. Have him tell you about places in his neighborhood and describe them with words.

Perhaps a historic building is nearby. Older neighborhoods can be fascinating sources of local history.

Create a magazine or newspaper. Simply mount pictures on paper and have the student create captions for them. Use some humor if you feel comfortable about it. You might wish to distribute the outcome to other students for their acceptance and to other tutors for their approval.

Encourage flights of fancy.

Have your student project himself into space ... or under the sea.

Have him project himself into the White House, the Mayor's Office, Tiger Stadium ... and write about it.

The important thing is to try to make the student as comfortable in the difficult area as possible.

ALPHABET IDEAS

The following list of "IDEAS" for every letter of the alphabet appeared in the NEA JOURNAL of November, 1965 and is reproduced with their permission. Author: Frances Pryor.

You can use these ideas to talk about or to write about. You can use its alphabetical order as a continuing activity. Maybe a short caption for a picture for each one ... or a story ... bind them together into a book.

ALLOWANCES: How do you spend your allowance?

BOOKS: Write a new ending to a book or a story you have read. Write about a book character you like. Write about how some book made you feel. Make a book from construction paper and writing paper and fill the pages.

BRAINSTORMING: Write about this little box on the table. What was it meant to hold? Where was it made? Could it be a magic box?

COLORS: How do certain colors make you feel? Do some colors make you feel better than others?

DINOSAURS: What do you think they were really like? (One boy, after making a clay dinosaur in art, wrote a story called "The Lonely Stegosaurus.")

DON'TS: Which don'ts do you hear most often? If you could choose the don'ts and dos, which would they be?

ENEMIES: What do you think are the enemies of mankind? Do you think enemies can ever become friends?

FAMILIES: If a bird peeked in your window in the evening, what would he see everybody doing?

FEARS: What are you afraid of?

FEELINGS: What makes you happy? Angry? Sad?

GAMES: Make up some new ones. Explain rules of an old one.

HEROES: Who is the bravest person you can think of, and why?

IF: Tell what you would do if you were a spaceman, or a skin diver, or a bird. Or tell what you would do if you were one inch tall.

JOBS: What do you think about jobs around the house? What do you want to be when you grow up? Why?

KNOWLEDGE: Write what you have learned about a special subject.

LOST AND FOUND: Who do you think lost some object in the lost-and-found box? How do you think he reacted to the loss?

MAGIC: If the ruler were a magic wand, what would you do with it?

MUSIC: What did the music on the record you have just heard say to you?

NATURE: What do the clouds today make you think of?

OPINIONS: What do you consider to be the best TV show and why?

PAINTINGS: Write about how a famous picture makes you feel. How do you think the artist felt when he painted it?

PEOPLE: Pick out someone you know very well and describe him. Tell not only what he looks like, but what he's like inside. Is he kind. Brave?

QUESTIONS: Make a list of questions you want answered.

RADIO: Pretend you are a sports announcer broadcasting an exciting moment in a game. What would you say?

SENTENCE STARTERS: I feel proud when ... I look forward to ... On weekends I ... I hope I'll never ... I feel bad when ... I often worry about ... I wish people wouldn't ... I was never so embrassed ... My hair stood on end ... as ...

TITLES: It Happened Only Last Night, The Day I Went to the Moon, Money of My Own, The Hardest Problem I Have, Things I Want to Change, I Wish I Had Another Name, The Day I Went to the Circus.

UNIVERSE: If you could go to any place in the universe, where would you go and whom would you take with you?

VACATIONS: What would be your ideal vacation?

WALKS: Describe the smallest or biggest thing you saw while walking or riding to school today.

WONDER: What do you wonder about?

X-RAY: Describe an article inside and out.

YARD: Describe your yard. Tell about an ideal yard.

ZOOS: What is your favorite animal at the zoo? Why?

HANDWRITING

In generations past, children struggled to improve their handwriting without seeing much point in the activity. Handwriting was first, last, and always a "subject." Nowadays the instrumental value of handwriting is understood. We are simply saying that handwriting is a means to gain and form and exchange ideas. That good writing is courteous to the other person while it helps us to get our idea communicated.

In the Detroit Schools, what is called manuscript writing (letters formed of straight lines, circles, and parts of circles) is used during the first two years. Reasons include:

1. It is easier to learn than cursive writing.
2. It can be learned with less nervous strain and physical tension.
3. It is written more legibly, more accurately, and with less formal instruction.
4. The similarity between the letters on the printed page and the manuscript letters makes words forms, writing, and spelling more closely related in appearance.

Cursive writing is often called "running writing" in that the letters are connected and run swiftly. This indicates its value for children who have acquired the necessary muscular coordination. It is important to remember that neither writing is better than the other, but the change to cursive is necessary because of speed. Emphasize that both kinds are used in the adult world ... children will find much of value in manuscript proficiency when they begin to prepare posters, etc.

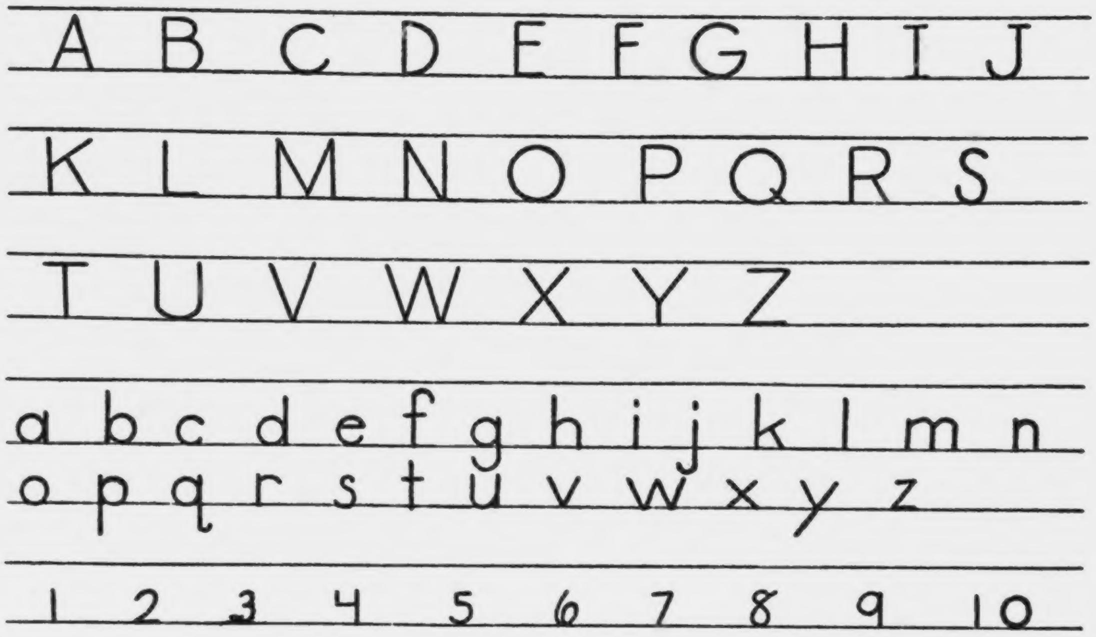
Then, what is our responsibility as tutors?

First, include handwriting as a part of the total activity, not as a lesson by itself. Secondly, know the general style which is accepted and use it if possible. This is only fair to the child.

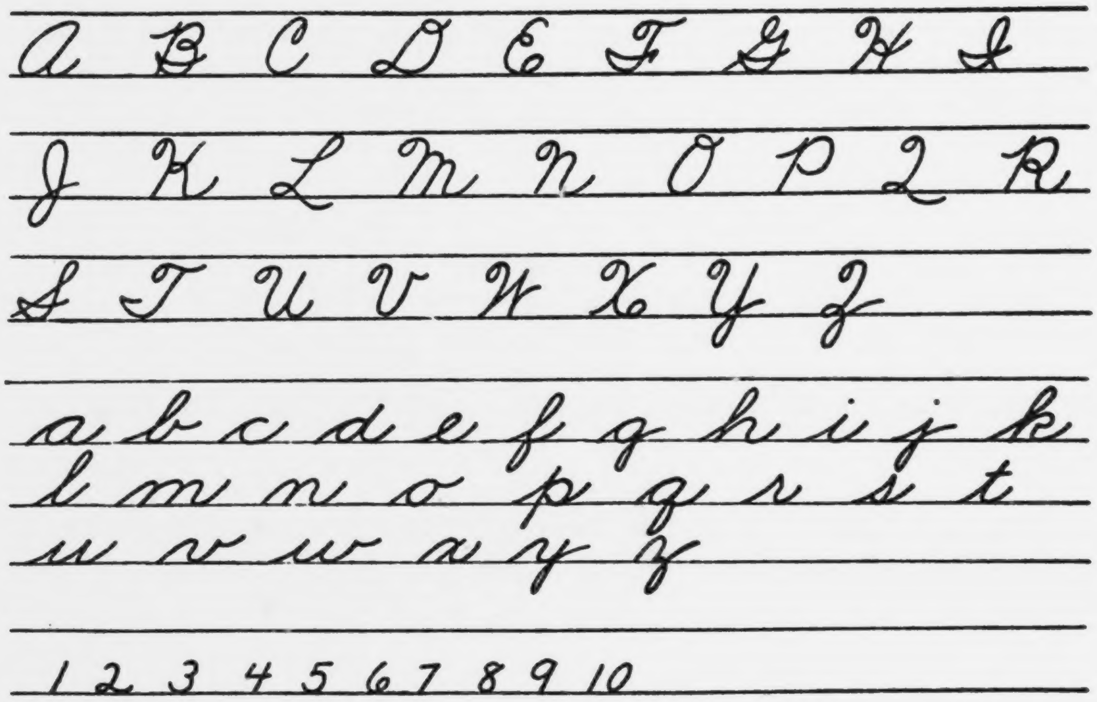
Charts which indicate the approved forms in Detroit are included for your reference.

These alphabets are taken from the Detroit Public Schools' pupil text, "We Learn to Write, Book Three" (Pub. 2-304, 1962. Detroit: The Board of Education).

Manuscript Alphabet


A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z
a b c d e f g h i j k l m n
o p q r s t u v w x y z
1 2 3 4 5 6 7 8 9 10

Cursive Alphabet


A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z
a b c d e f g h i j k
l m n o p q r s t
u v w x y z
1 2 3 4 5 6 7 8 9 10

CHAPTER FIVE: THE BACK DOOR

Tutoring does not have to be, or in fact, should not be a miniature version of the school in the classic formalized sense. The great "plus" factor we have is the informality of our setting and the personalized relationship with the student.

The youngsters who come to us will very often have negative attitudes toward school. Some experts have said that youngsters drop out of school mentally as early as the second grade. These early "dropouts" may be the very youngsters we will meet. Let's meet their problems head-on but attempt to remedy them in ways that are not too obvious.

Raymond Mack of Northwestern University notes that tutors are often concerned because they are non-professionals. He emphasizes that the tutor has an enormous advantage over the professional in several ways. Whatever may be "wrong" with the school as the child sees it (including irrelevancies and the enforcement of discipline) is NOT the tutor's fault. "He is home free."

Mr. Mack observes, too, that difficulties may swamp even a teacher who is doing the very best job possible, because in many ways the problem is not one of instruction, but is a problem of nurturing. The problem is not one of method in formal training, but one of motivating students to go after the formal training. Here is where, you, as a lay person, can appropriately enter the educational life of your student.

The Treasure Game

Fill a small box with many assorted objects. Have the student guess what is in the box. Then have him close his eyes and touch the items. List them as he identifies them. Have him empty the box and compare his guesses with what was actually there.

Take the list of what is in the box and classify the words and the items. Which objects are alike? How? List the soft things, the hard things, the blunt, the sharp, the big, the little, etc.

These various classifications can be listed and run off on a "ditto" master--and the student has a "treasure book." He can relate the words to a special experience.

We hope that he has learned most of the words. You can use them to develop sentences or a complete story.

This activity develops sight vocabulary as well as classification. We can use as much or as little of it as we like ... it can be a five-minute game with one student or an everyday activity with another. This depends on you and your student.

Remember that this is much more than a game. It is a real learning experience. You can tell the student what he has learned; or better still, LET HIM TELL YOU.

The Shell Game

A take-off on the previous game can be a similar learning experience and capitalizes on the natural curiosity of us all. Select several small items which can fit into a walnut shell (32 appears to be the record). Are you thinking of what they could be right at this moment? A pin ... a stamp ... a reinforcement ...

Put as many as you can (perhaps more than 32) into the shell and tape it shut. The student guesses what is inside. You can list them, or you may be able to have him list them. Remember, please don't correct the spelling of "reinforcement" now. When you open the shell and compare the items, you might find it useful to note that there is a need to spell it correctly so that we would know what we meant later.

Meet Peanuts

Tutors can encourage reading and writing through the use of pictures and cartoons from current newspapers and magazines. The use of the cartoon "Peanuts" is an example. This comic strip (as well as others) tells a story with a minimum of words.

Cut the strip apart and have the student put the pieces together in sequence to tell the story. A situation is created where he will need words to write or tell the story. This activity relates the words to a visual experience and makes them more meaningful.

You can create this same kind of learning experience by mounting pictures from LIFE, EBONY, TIME, LOOK, etc. The student makes up a story based on the pictures or creates a logical sequence. New words which arise can become a part of the student's vocabulary. You recognize that you are also developing the skill of putting ideas and events into sequence.

Travelogue

Almost all children like to receive mail. Many of the students with whom you work may have never had this experience. You can provide it while developing skills in reading and writing.

Help your student to write a letter requesting information. Don't use a simple return coupon at this time. Pick an agency which you can be reasonably certain will respond promptly. Examples are state capitals, chambers of commerce of large cities, tourist bureaus of states or counties, airlines, etc.

Once the information is received, the student can make a scrapbook, write captions for the travelogue, or construct other concrete reminders of the experience. Often students become entranced by letter writing and continue this on their own. Their skills in reading and writing are sharpened, and they see the need for the competence.

Don't forget to use any new words in ways which will make it possible to have them become part of the student's vocabulary ...

"Rock and Roll"

Popular music--be it rock-and-roll, rhythm-and-blues, or "soul" can provide a vehicle for developing listening skills in a way which is meaningful and fascinating to the students. There are many ways in which this interest can be utilized. One sample is described in "A Chance for Change", a bulletin issued by the Department of Health, Education and Welfare.

Bring in a record of a popular song, or better yet, have the student bring in one his own. Working with the student, put the lyrics down on paper. This can be very difficult and takes careful listening. Your student may find it easier than you will. You might discuss which singer or vocal group is the easiest (or most difficult) to understand and why this is so. Some time might be spent on the special language which we use for specific situations. Remember what we said about "scat" language? You might recall, too, the importance of listening skills in the total language education area.

Once the lyric is down, there will be no problem in motivating the student to read it ... and adding some words to his sight vocabulary, which is our goal.

A great deal can be accomplished by utilizing a variety of language-arts games which provide excellent sources of motivation and enhance the learning experiences of children while teaching basic skills.

One caution, however: after the game, reinforce the learning which resulted so that the student can relate the game to his problem areas.

Games which are profitable to the learning experience are based on skill areas which have been determined to be necessary to the child's academic development. When they are well-founded, you can be certain that the result will be suitable.

Sometimes, you may create "games" based on such information. For example, several years ago, Dr. Edward Dolch, a pioneer in reading research, found that there were 220 words which are basic in elementary school reading materials. A child who made these words a part of his sight vocabulary could make great strides in improving his reading ability. This list, which is reproduced is a fertile ground for word games.

Although you may put these words on cards, simply flashing the cards will not improve reading skills to the extent that simple reading will. Reinforcing the vocabulary can be accomplished by flash card in several ways:

> If the child is interested in baseball, draw a simple diamond and a scoreboard. Use a marker of some kind to represent a runner. Show each word in turn to the child ... if he knows it, count it as a hit. Keep track of the number of runs he scores over several games. Progress will occur, and you will have that special something about which to praise him. Self-evaluation on his part will be taking place, too.
>
> Use a Connect-the-Dots type book. For every word he knows, he can connect two numbers. Use a book with simple pictures where a few numbers are needed to complete them.
>
> Classify the words ... those which name something ... those which tell something you can do ... those which describe ...

THE DOLCH LIST OF 220 BASIC SIGHT WORDS

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Garrard Publishing Company, Champaign, Illinois)

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold

come
could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green

grow

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

made

make
many
may
me
much
must
my
myself

never
new
no
not
now

of
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran
read
red
ride
right

round
run

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today

together
too
try
two

under
up
upon
us
use

very

walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write

yellow
yes
you
your

The Match Game

Here is another technique which will provide a child with the opportunity to develop reading skills, expand his sight vocabulary, and learn a set of facts. The game is developed by simply writing a fact about a famous person, event, or thing on one card and a question on the other. The two sets of cards are placed face down on the table and the child selects a card from either pile. If he selects the question, he must provide the answer ... if he selects the fact, he must ask the appropriate question.

Children are fascinated by miscellaneous facts and words. There are many sources for the items: the World Almanac, Ripley's Believe It or Not. Great Presidents, and State Flowers have all been effectively used.

Commercially Speaking

Another game that can and does work involves the use of TV commercials. Students can succeed at this game which, obviously, comes from their environment. Hum a famous TV commercial. Let your student write or tell you the words. Or begin a commercial and let your student finish it.

Round Robin

Just a simple technique which can be helpful can be written or spoken. You give one word, the student supplies the next, you add one, and so on. This works with a small group or with two. The idea is to build the longest sentence until one person is stuck. The first word can be as simple as "The" or "I" ... can you imagine other good beginnings?

String of Letters

A similar game can be played with a certain sequence of letters. It is best if they are written down or drawn from the letters of the alphabet which have been printed on cards. Suppose you draw M, T, L, C and Q (five is a good number). What sentences can you make using these letters in sequence? "Mary told Lucy, come quickly." "Many toads like cool quicksand."

Etymology

The derivation of words can be a valuable and most interesting activity for you and your student to follow. Common words can provide interests which stimulate use of the dictionary for prefixes, origins, etc.

"BICYCLE" might be a good one with which to start ... "two wheels" ... from this you might ask your student what a "three-wheel" is called. The prefixes "bi-" and "tri-" will be emphasized. Now you could back up one logical step to the "uni-cycle." What would a four-wheel be? A five-wheel?

"Automobile" is another which lends itself to expansion ... automatic, automation, mobile gas, mobile. Why is a washing machine called automatic?

Words with interesting histories can be found ... sandwich, turnpike.

Mythology

Because children are interested in dramatic stories, myths provide an opportunity for you to build several areas into one exploration. A simple and most successful exploration can be built around the use of mythological characters in advertising. For example: Mercury automobile is a good beginning ... Atlas batteries another ... the Argus camera another.

Scrapbooks can be made with stories, pictures, and examples. Almost all academic subjects can be included.

Prefixes

Fifteen prefixes are used in 82 percent of all words having prefixes. Many games can be played with them. A common one is to "Round-Robin" words using a particular prefix. "Sub" is a good beginning (substitute, submarine, sublet ...). Don't forget to spend some time in discussing what the word means literally ... submarine is a good one to discuss.

These prefixes, with their meanings, are as follows:

ab -- from	de -- from	in -- into	re -- back
ad -- to	dis -- apart	in -- not	sub -- under
be -- by	en -- in	pre -- before	un -- not
com -- with	ex -- out	pro -- in front of	

CHAPTER SIX: THE WORLD OF MATHEMATICS

If you are tutoring a Detroit child in mathematics, you should be aware of the general pattern of mathematics instruction in the Detroit Public Schools. The Department of Mathematics and Science Education summarizes the program in this way:

> Detroit's mathematics program is vitally concerned with, and is designed and administered for the purpose of helping the greatest possible number of pupils grow in mathematics ability, helping them learn mathematics as a unified system of numbers and helping them use mathematical relationships and principles with increased understanding through the grades.
>
> The curricula may be described as both developmental and sequential from kindergarten through the twelfth grade. Throughout the pupil's school experiences, interrelationships between arithmetic, algebra, geometry and trigonometry are clearly indicated wherever possible, and continuing growth in basic mathematical concepts is encouraged. (Pub. 5-107, Detroit's Mathematics Program, Detroit: The Board of Education, 1965.

THE ELEMENTARY MATHEMATICS PROGRAM

The over-all aim of the mathematics program of the elementary school is to develop the ability to identify and solve problems involving quantitative relationships. The program makes provision for the logical and sequential development of the following:

The structure and characteristics of our number system.

Basic facts and computational procedures for addition, subtraction, multiplication, and division of whole and fractional numbers.

Knowledge and application of facts in tables of common measures.

Procedures for rounding numbers, estimating answers, and computing mentally.

Techniques for constructing and interpreting tables and graphs.

The major units which are presented to elementary school children through the sixth grade are:

Concept of Sets
Numeration
Properties of Addition and Subtraction
Techniques of Addition and Subtraction
Sets of Points
Recognition of Common Figures
Nature and Properties of Multiplication and Division
Techniques of Multiplication and Division
Developing the Concept of Fractional Numbers
Linear Measure
Factors, Primes, and Common Denominators
Addition and Subtraction of Fractional Numbers
Side and Angle Relationships of Triangles
Measurement of Angles
Extending Systems of Numeration
Area
Introducing the Integers
Multiplication and Division of Fractional Numbers
Introducing Exponents

In the seventh grade, the fundamental operations of arithmetic are reviewed, with emphasis on number systems which are treated from the algebraic point of view. Non-metric geometry and applications are covered, as well as factoring, fractions, ratios, etc. In the eighth grade, the course covers coordinates and equations and an introduction to probability. More geometry is developed, including concepts in three dimensions.

THE SECONDARY MATHEMATICS PROGRAM

The major purpose in mathematics instruction at the secondary level is to provide students with mathematical skills and knowledge that will serve them well in this day and age. Much emphasis is placed on developing an understanding of the principles that are basic to all mathematics. Precision of language and discovery by pupils are emphasized.

As a tutor of mathematics, you probably feel that you want to know exactly what is being used and what method is being practiced. If the text is available to you, it will, of course, be advantageous, but much valuable activity can go on between you and your student without a textbook.

In fact, many of the children whom you will meet need the support you can give in the knowledge that mathematics is useful, has a real place in everyday life, and can be an exciting venture.

In many cases, the basic facts will be the content area upon which you must work. Many of these children do not know the basic facts and, therefore, cannot build upon them the additional problem-solving activities which they must learn.

You can work with your student in addition, subtraction, multiplication and division without any fear of developing the "wrong" notions. The "modern math" as you know, is simply a refinement of basic principles with precision, an emphasis on logical reasoning in the learning process, and an introduction at an earlier age; the basic concepts are still there.

Many activities which appear to be games have been developed to suggest intellectual play outlets for clarifying abstract number processes. For many children, before any success can be attained in mathematics, they must overcome a great and real fear of the subject. You can be the person who can help a child to do this while you are building his ability to compute with accuracy.

DECIDING WHERE TO BEGIN

As with reading, the diagnosis is essentially a professional job, but you can determine some level at which to begin by starting with the basic facts in addition, subtraction, multiplication and division. Flash cards can be used to determine the child's degree of mastery. Keep track of how many of the facts he knows (which ones he misses can be revealing). Suppose that he has great difficulty with them. Begin by determining whether he understands what the process really is ... don't assume that he does. Words such as "together", "more". "and" need to be used in addition. The same idea holds with the process of subtraction ... "less", "from", "left."

Once you are certain that the child sees the process, you can begin working with him to develop skill in the basic facts.

The flash cards can be useful, but don't make each session a run-through of the cards with rigid scoring.

It might be better to do something like this:

Tutor:	I'm thinking of two numbers which make 12.
Student:	Are you thinking of 6 and 6?
Tutor:	No, I'm not thinking that 6 and 6 make 12.
Student:	Are you thinking of 7 and 5?
Tutor:	No, I'm not thinking of 7 and 5 making 12.
Student:	Are you thinking of 8 and 4?
Tutor:	Yes, I was thinking that 8 and 4 equal 12.

You may have to change the numbers which were your choice in order to avoid frustrating the child. Don't let the exchange go more than three times before agreeing. When the child plays the game with you, he may delight in allowing it to go to the very end. Can you play along, and even admit that you can't think of another, just so that he can say, that it isn't 5 + 7, nor 9 + 3, nor 10 + 2, nor 4 + 8 ... When you give up, he may say it's 12 + 0. Have you accomplished what you wanted to? Of course, you have.

There are many games which require a minimal amount of material. For example, an egg carton can be numbered in each section with a number from 1 through 12. The child is given two balls or beads which he tosses into the carton. He adds the numbers.

Another possibility is to turn a chair upside down and tape a number to each leg (change the numbers as you go along). The child tosses rubber jar rings over the legs and adds the numbers.

You can combine addition and spelling by using a game such as the following:

> List the letters of the alphabet and number each. Have the child pick a word (or pull one from the reading materials... the Dolch List, for example). Have the child add the numbers for the letters. For example: "cow" would be 3 + 15 + 23 = 41.

Change the game periodically ... not too long on any one ... and include some written computation in each session.

PLAYING WITH NUMBERS AND PROCESSES

Some of the best ways in which you can emphasize the need for accuracy can be found in "magical plays with numbers." It is a good idea to have each puzzle typed on a card, because the student will surely ask you for it so that he can try it on others.

A few samples are:

How to Tell a Person's Age

Let the student do the computation in this one and if, by chance, it is inaccurate, work it over with him.

Suppose your student is a girl whose age and birthday month you are going to determine without having her tell you, you proceed as follows:

Tutor: Write the number of the month in which your birthday comes, but don't show it to me.
Student: (Writes 5 representing May, keeping it hidden from you.)
Tutor: Multiply it by 2.
Student: 5 x 2 = 10. (Still keeps it hidden.)
Tutor: Add 5.
Student: 10 + 5 + 15.
Tutor: Now multiply that number by 50.
Student: 15 x 50 + 750.
Tutor: Add your age now.
Student: 750 + 9 + 759.
Tutor: Subtract the number of days in a year. (Tell her 365 if she hesitates.)
Student: 759 - 365 = 394.
Tutor: Now add 115 to that number and tell me the answer.
Student: 394 + 115 = 509.
Tutor: You are 9 years old and were born in the fifth month, May.

The key, of course, is that the last two digits represents the age, while the first (or in some cases, first two) represent the number of the month.

If a student asks why it works, be prepared to work with him in determining the rationale.

Magical Nine

Another perplexing puzzle can be tried over and over with the result always 9. You might ask your student to find out why this works.

Directions: Write any number you wish
Multiply it by 2.
Add 18.
Divide by 2.
Subtract the number you started with.
The answer is ALWAYS 9.

Examples:

23 x 2 = 46
46 + 18 = 64
64 ÷ 2 = 32
32 - 23 = 9

6 x 2 = 12
12 + 18 = 30
30 ÷ 2 = 15
15 - 6 = 9

100 x 2 = 200
200 + 18 = 218
218 ÷ 2 = 109
109 - 100 = 9

Puzzlers

These puzzlers work well with superior students, but can be fun to try with your youngsters. They may be the very spark which is needed.

For example:

A cake and a glass of milk cost $1.10.
The cake costs $1.00 MORE than the milk.
How much did each cost?

The common answer of $1.00 and 10¢ is wrong because the cake is only 90¢ more than the milk in this case.

The correct answer is: The cake costs $1.05 and the milk $ .05. This is the only way in which it can cost $1.00 MORE.

or:

With a 3-gallon measure and a 5-gallon measure, how could you measure exactly 4 gallons of water?

(Use real containers if possible)

Answer:

First fill the 3-gallon container and empty it into the 5-gallon measure. Then fill the 3-gallon measure again and pour it into the 5 until the 5 is full.
You now have 1 gallon left in the 3-gallon measure.
Now empty the 5-gallon measure and pour the 1 gallon from the 3-gallon measure into it.

Then refill the 3-gallon container and empty it into the 5-gallon measure--which adds the 3 to the 1 in there, and you have the four gallons you wanted.

Real Life Situations

Don't overlook the many opportunities which you have to develop an understanding of mathematics by calling attention to everyday activities. The supermarket, of course, offers endless possibilities ... 3 cans for $1.00. How much for one?

Which package gives you the most for the money?
What is the 4% sales tax on this amount?
How much do you think this weighs?

Gas stations are good places, too. The pumps offer tax, percentages, and decimal fractions. Maps are available at no cost.

Automobiles have such opportunities--the speedometer, odometer, etc.

Batting averages and statistics in the newspapers are easily obtained.

CHAPTER SEVEN: SOME OTHER SUBJECTS

We have talked about bringing other subject matter into our work with our student. In most cases, the student who is having difficulty in any academic area is having problems in reading. His study skills may be lacking,too.

Remember that he needs help in his own approach to learning before any academic progress can take place. The suggestions which were made regarding your relationship with your student hold just as true in other subject areas; however, you may find that the student expresses a willingness to work in a special area. If so, let this interest provide the framework for your activities.

We talked about spelling as a part of the language arts, but you may find that some part of the session can be spent on the spelling words which your student brings to you as his task for the week.

The area of following directions by reading was touched upon... in shop ... in homemaking ... or in art. Follow these through with other activities in which the skill is emphasized.

The two main subjects in which he may need help are science and social studies. Let's spend a moment looking at each of these in the Detroit Public School curriculum.

THE ELEMENTARY SCIENCE PROGRAM (Pub. 5-24, Detroit: Detroit Board of Education, 1965)

The guide Detroit's Science Program, produced by the Department of Mathematics and Science Education, provides us with aims and content.

The over-all aim of the elementary science program is to ensure that children have a variety of rich experiences in science. It is looked upon as a part of the general education of all persons. Techniques which are employed emphasize:

The discovery of relationships
Building associations
Making generalizations

These techniques promote the development of intellectual curiosity and the habit of thinking critically and independently.

The content areas and problem areas in elementary science are:

- Astronomy
- Geology
- Meteorology
- Matter and Energy
    - Sound and Light
    - Machines and Heat
    - Electricity and Magnetism
    - Physical and Chemical Changes
- Animals
- Plants

THE SECONDARY SCIENCE PROGRAM

In grade seven, the emphasis is on the life sciences, with an introductory unit on the nature and behavior of matter. The nature of life, diversity of life, continuity of life, organization of the body, energy for the body, and growth of the body are stressed.

In grade eight, the emphasis is on the earth sciences. The topics studied are elementary astronomy, elementary meteorology, and elementary geology.

In grade nine, the emphasis is on the physical sciences (elementary chemistry and physics). Such topics as matter, forces and motion, forces in fluids, buoyant forces, electrical and magnetic forces, waves and energy, thermal energy, and electricity are covered.

A few junior high schools are experimenting with the IPS Program (Introductory Physical Science). This program emphasizes the development of evidence for an atomic model of matter. It covers such areas as: mass, characteristic properties of matter, solubility and solvents, the separation of substances, compounds and elements, radioactivity, the atomic model of matter, sizes and masses of atoms and molecules, molecular motion and heat.

In grades ten through twelve, in the senior high schools, the following subjects may be taught in any one of our several high schools:

- Biology I and II, General Biology I and II, Microbiology
- Chemistry I - III, General Chemistry I and II, Qualitative Analysis, Quantitative Analysis, Organic Chemistry
- Physics I - III, Physical Science I and II
- Earth Science I and II, Metallurgy I and II
- Physiology, General Physiology, Physiology and Anatomy

THE SOCIAL-STUDIES PROGRAM - PRIMARY UNIT THROUGH GRADE 9

The social-studies program for the elementary and the junior high schools of the Detroit Public Schools is outlined in a guide developed by the Department of Social Studies. The guide is entitled A Program of Social Studies Instruction, Grades 1 - 12. (Pub. 5-201, Detroit: The Board of Education, 1963) The content and the objectives for the various levels of instruction are listed below.

Primary Unit

Objectives: To develop group consciousness through an understanding of group rights, individual rights, cooperation, and interdependence as they exist in the home, the school, and the community.

Content :
The home
The school
The community
Community helpers

Middle Grades

Objectives: To help the child become knowledgeable about his city, state, country, and the world through a study of the history, geography, economics, political science, and sociology as they are related to these various areas.

Content :

3B	Fundamental needs of man
3A	Detroit, Wayne County, and Michigan
4B	Detroit at work
4A	Beginning geography
5B-5A	History and geography of the United States
6B	Introductory world history
6A	Geography of the eastern hemisphere

Grades 7-9

Objectives: To extend information about the Eastern and Western hemispheres from the standpoint of history, geography, economics and sociology; and to develop an understanding of the structure and function of government on the local, state and national levels.

Content :	7B	Geography of the Western hemisphere
	7A-8B	United States history
	8A	Civics--developing civic responsibility
	9B-9A	World history

There are social studies teachers' guides that will be of help to you. They contain suggestions for motivating the child and for activities that extend learnings.

CHAPTER NINE: THE RESULTS

Tutors, more often than not, are inclined to underestimate the degree of influence which they have had on the students with whom they have come in contact. To be sure, progress may be slow and difficult to assess, but we know it occurs. Differences in attitudes and outlooks on life are among the most difficult to measure in objective fashion... but they are measurable!

As tutors, we do NOT intend to:

... replace the school as the basic source of education
... change the curriculum of the school
... replace the counselor
... replace the professional in assisting severely retarded or psychotic youngsters
... replace other kinds of recreational, welfare, or other social agencies
... replace parents and friends of the pupil as the main source of human interaction

Then what positively DO we intend?

In May 1964, nearly 100 representatives of 49 different organizations, institutions, and agencies met together to consider the impact and direction of tutorial projects. The results of this workshop were summarized by the Detroit Commission on Children and Youth. Perhaps the best way to evaluate what we are accomplishing as tutors is to consider the three kinds of interconnected goals which tutoring attempts. These aspects were identified by this workshop and excerpts follow through the courtesy of the Commission.

Tutorial projects attempt to:

1. Help remove the personal and social blocks that interfere with the child's ability to utilize fully the opportunities that the schools regularly provide. These include such blocks as:

   ... poor, or at least different, self-images
   ... alienation and lack of communication between the child and all kinds of agencies and institutions, particularly the school
   ... paucity of psychological support from the family
   ... a sense of helplessness and hopelessness concerning his future
   ... an absence of adult models that he can identify with
   ... and, in general, a confusion about the values of education to him.

It is believed that the face-to-face relationship between the child and a successful adult can help build a bridge for the child to enter more fully into the life of the schools and other institutions that are essential to his preparation for becoming a functioning adult in the mainstream of our society.

2. Help him fill in the gaps ... in skills and information... that somehow he failed to bridge earlier and which prevent him from doing the current school-work that is based on these foundations. These gaps occur in:

   ... academic skills, as well as general or specific information which is taken for granted as known (but which may not be) and which is essential to further understanding

   ... study habits: mobilization of supplies and study materials, the importance of finishing a job, etc.

   ... knowledge of where to find information: use of the library, how (and of whom to ask questions)

   ... learning to listen and observe

   ... communication of ideas through speech as well as writing

There is no firm agreement concerning the extent to which tutors can assist children in closing these gaps. Here is the point at which the background, a skill of the tutor, and the availability of professional consultant, becomes critical.

3. Provide additional enriching experiences and materials as a supplement to the regular school work. These might include:

   ... trips, not only to museums, libraries or symphonies, but also to such things as a Great Lakes freighter, a college classroom, a data processing laboratory, jail, a construction site, etc.

   ... informal conversations with people who are outstanding in their occupations or who have had relevant interesting experiences

   ... the opportunity to meet other youngsters of a different class, race, or religion

   ... participation in activities such as a newspaper, a mock election, etc. (feasible in group tutorial, or where the tutor is working within a classroom structure)

... and, of course, additional books, materials, equipment, and supplies

Thus, while the core need is the improvement of academic skills, it is apparent that a set of satellite needs exists with implications beyond success in school, and that alleviating these needs is central to the goals of tutorial activities.

By looking at these three aspects, we can determine the extent to which we have provided measurable efforts in alleviating the needs.

Good luck in your endeavor; the rewards are great.

The youth of our city are truly WORTH your time.

TUTORING TIPS

Prepared by:

Los Angeles City Schools
Office of Urban Affairs
School Volunteer Program
Los Angeles, California

Tutoring is essentially an individual experience; the interrelationship of two individuals working closely together. In this relationship there is no one method, no easy answer. The most success will be found with methods which you develop yourself while working with the student. Any method which helps your tutee will be considered the best method. Tutoring tips presented here summarize suggestions which other tutors have found helpful. They are intended to serve as a guide to you in your work. They will be valuable only to the extent that you use them.

PURPOSES OF TUTORING

1. To improve the educational achievement of the student.
2. To better the student's picture of himself and to increase his life experience.
3. To widen the horizons of the student through his contact with a concerned, helpful, more experienced person.

REMEMBER: Tutoring is not teaching. Tutoring simply provides the assistance and support which a concerned parent can and often does provide. Experienced educators agree that those not trained for teaching can change a student's picture of himself and his attitude through effective tutoring.

COMMITMENT

Tutoring demands a definite commitment. Do not start unless you can be faithful throughout the program. Few things will kill a tutee's faith in his tutor and the program quicker than having a tutor who fails to appear at a scheduled session.

GENERAL TIPS

1. Relax and be yourself.

2. PERSONAL CONCERN FOR YOUR TUTEE IS YOUR GREATEST ASSET AS A TUTOR. Past experience has shown that effective tutoring is based more on rapport between tutor and tutee than upon expertise in a subject area. Tutors should work to build a relationship of mutual confidence with their tutee. Keep in mind that what you do is as much a language as what you say.

TIPS FOR THE FIRST SESSION

1. Be sure that you and your tutee have names straight. Learn nicknames, if any. It will help to write down your name and give it to your tutee. Students often are hesitant to communicate with tutors when they are uncertain of names. In addition, exchange telephone numbers for emergency communications.

2. To build rapport, talk with the tutee about mutual interests and above all, listen.

3. Devote most of the first session to finding the student's learning problems. Most young people will be able to tell you their problem subjects. Once you know this, seek the cause of their problems. Some ways of doing this at the elementary level are:

   Reading: Have the tutee read aloud from a book below his grade level. If he misses more than two or three words in a hundred, the book is probably too difficult and you should find an easier book. If he misses only one or two words and can tell you what he has read, go on to a more difficult book. By having the student read aloud you can quickly detect common problems, such as guessing words from their first letter.

   Math: Ask the tutee to show you his book and have him do some problems in the current or previous lessons. If a book is not available, ask him what work the class is doing. Then, together, make up similar problems.

4. Begin with tutoring at a level well within the grasp of the tutee. This will provide an atmosphere of success. Remember, many tutees have had little success in school and need a rewarding experience to restore their self assurance. This atmosphere will build the student's confidence, and will help establish a good working relationship between tutor and tutee. Two corollaries to this are:

   a. It is not advisable to let your tutee flounder on an answer for more than a few moments, especially in reading. Step in, tactfully, and help out.

b. Indicate immediately whether the student's answers are right or wrong. Let him know that you are pleased by a right answer. When he is wrong, do not show your disapproval to the point where your tutee becomes discouraged.

TIPS FOR LATER SESSIONS

1. In general, the less work you do for your tutee the better. Although it is quicker, easier, and less frustrating for a tutor to do a problem or an assignment, it is of little permanent help to the student. Help him learn HOW to do his own work. A good tutor will spend most of the time ASKING QUESTIONS, LISTENING, AND HELPING THE TUTEE TO THINK FOR HIMSELF, rather than lecturing to the tutee. When you supply an answer, be sure your tutee understands how you arrived at it. If you are not sure that he does, test your tutee with a similar example. In this manner your tutee should be able to handle what you are helping him with when he is in class.

2. Move on to more challenging material as soon as you have established a working relationship. Once you feel the tutoring is going well don't be guilty of underexpectation. If you expect little from your tutee, he will produce little. Let him know you have high expectations for him. With this encouragement he may come to have the same high expectations for himself.

3. Break your tutoring session into several short segments of various activities. For example, at the elementary level, you might allow 15 minutes for oral reading, five minutes for a game or other fun activity, 20 minutes for arithmetic drill, five minutes game, 15 minutes for story writing. Your tutee will get less restless if he knows in advance when the session will end.

4. To the extent possible, be creative and imaginative in your tutoring methods. Look for ways to motivate your tutee and to involve him in the activity.

5. Many of your questions about the tutee's difficulties and solutions to them may be answered by a visit with his teacher. Teachers are grateful for the work you are doing and they can be most helpful.

6. Be sensitive to the existence of emotional or psychological problems which may be affecting the performance of the young person. However, it is not the tutor's role to handle these problems. Bring them to the attention of the teacher or principal.

7. AVOID ASSUMING THE ROLE AND RESPONSIBILITIES OF THE TEACHER AND THE

PARENTS. Your job is to help these people, not replace them.

8. Resist the temptation to criticize the schools as a means of identifying with the tutee. School is an important avenue of opportunity and betterment in our society. The tutor should attempt to improve his tutee's attitude toward the teachers and schools. This approach will allow the benefits of tutoring to carry over to the school. If the tutor has questions regarding the school's instructional program, its policies and procedures, it is strongly recommended that he contact either the principal or the Office of Urban Affairs.

9. Always be on time. This adds to the effectiveness of your tutoring. If you are late the tutee may begin to doubt the sincerity of your concern for tutoring.

TIPS FOR TUTORING READING

1. If the young person has a limited background and trouble communicating, talk with him, show him new things, listen to him, let him listen to new sounds, extend his visual awareness of color, shape and texture. Wider experience means more reading readiness.

2. Use a reader different from the one your tutee uses in school. There are many high interest books available in school and public libraries.

3. For free reading, select a book below your tutee's ability level. Let him choose something he is interested in.

4. Read more difficult stories to your tutee; this allows him to hear new words and good literature.

5. Do not ask a student questions on something he has read out loud. Ask questions for comprehension after silent reading.

6. Encourage the tutee to make up stories and tell them to you. Write the story down just as he tells it and let him read it back to you. Type it if your writing is illegible. If your tutee needs encouragement to tell a story, ask leading questions or begin a story and let him complete it.

7. Matching words and pictures can be used for young tutees and bilingual students.

For a more complete discussion of this topic, see "How Can I Help Children Learn to Read," Office of Urban Affairs, 1964.

TIPS FOR TUTORING ARITHMETIC

1. Use games to encourage drill.
2. Keeping charts of the tutee's individual progress may help keep up interest.
3. Involve the tutee in his work by providing sticks or buttons to work with in solving problems.
4. Try to devise practical problems for the student to solve. For example, what is the shortest route from school to home.

CAUTION:

Tutoring is a way of trying to help other people. It is not difficult, in trying to help others, to do more harm than good. People who offer help in a patronizing or condescending way easily can compound the very feelings of inadequacy they are trying to help the other person overcome.

To reduce this danger, there are several approaches in helping young people which have proven valuable in other tutoring projects.

1. One way to avoid a patronizing tone is to relate to your tutee as an equal. Do this in the sense that you and he are human beings with problems and a future to face. Think of working with your tutee, rather than talking at him. Many tutors like to think of being a friend, and the essence of friendship is the practice of truthfulness.
2. Avoid thinking of yourself, and talking to others, as the giver and the helper, or in the extreme as the saviour from the outside with the answers to all the problems of the educationally or environmentally disadvantaged.
3. Don't expect your tutee to show appreciation for your efforts before you have become a friend. One tutor destroyed whatever relationship he had developed with his tutee by repeating on two occasions, "Here I am traveling 10 miles twice each week to help you out of your difficulties and you haven't even finished your homework for me."
4. Empathy is an important quality to seek if you are tutoring. Have enough understanding of your tutee and knowledge of his background and possible cultural differences so that you accept him as he is, rather than reject him because he is not what you think he ought to be. Be willing to start at his level and take his pace if you want

to make progress.

5. Be sensitive in communicating with your tutee. More than anything, this means being a careful listener.

6. Don't be quick to judge. Many of the students who are tutees have lived a life of finding themselves judged according to sterotypes of character, ability and intelligence. Avoid perpetuating this pattern.

7. Many of the characteristics which make your tutee different from you are what make him an individual. Viewed this way, his differences often appear as strengths.

8. Set the same standards of effort for your tutee as you would set for other students his age. Do not adopt the attitude, "Well, he did as well as could be expected." Avoid lowering standards out of a feeling that they are unattainable. Don't allow your tutee to just "get by."

A FINAL WORD

You are about to begin a commitment which can reward you with a high degree of accomplishment. Whatever you give to the young people you help will be worthwhile. With dedication, your contribution in time may be an immense one. Approach this commitment with seriousness of purpose and intelligence. You will get from tutoring only what you give to it.

HOW TO UTILIZE VOLUNTEERS
AND THEIR SERVICES

Prepared by:

Los Angeles City Schools
Office of Urban Affairs
School Volunteer Program
Los Angeles, California
1969

Every administrator agrees that well planned activities and involvement designed to improve the quality of School Volunteer Services to children is very important. Among the important items which should be included in an effective utilization of a school volunteer are:

1. Opportunity for deeper understanding of the school volunteer.
2. Opportunity for deeper understanding of the Los Angeles City School Volunteer Program.
3. Opportunity to secure deeper insight into the various services performed by school volunteers.
4. Opportunity for use and interpretation of new and different ways to utilize a school volunteer.
5. Opportunity to learn effective means of guiding and supervising a school volunteer.
6. Opportunity to learn effective means of communicating with a school volunteer.
7. Opportunity to acquaint the school volunteer with new skills, new methods, and new academic basic techniques.
8. Opportunity to broaden the volunteer's concept of the educational program.
9. Opportunity for volunteers to learn to work more effectively with children and school personnel.

THE APPROACH

The variety of terms applied to the school volunteer speaks in itself for their importance. Teacher aides, parent aides, school helpers - whatever the name - school volunteers are non-paid people who give their time, their service, to assist in our schools.

A school volunteer may be defined as a person who is performing duties usually performed by school personnel under the supervision of a school person. A volunteer may be assigned to any certificated staff person:

teacher
counselor
librarian
nurse
doctor
others.

Our Los Angeles City School Volunteers' study is also the story of the professional to whom the volunteer is responsible and with whom he usually works closely.

Improving the effectiveness with which our school volunteers and classroom teachers work together means strengthening one of the relationships on which the vitality and scope of our Los Angeles City School Volunteer Program depends.

BASIC NEEDS OF SCHOOL VOLUNTEERS

A basic tenet of democracy is respect for the dignity and worth of every human being. The teacher should believe in and apply the principles of democracy in every day working with School Volunteers. She should respect each volunteer as a unique person, recognizing that his individuality is his most precious asset. The teacher has no higher responsibility than to see that each volunteer feels wanted, needed, and valued in the school setting. The volunteer with a special ability should be encouraged to give of his talent to the school not to gain prestige, but as an opportunity to grow through serving. Each volunteer should be given an opportunity to contribute according to his capacity and each contribution should be accepted as important and valuable in that it adds to our educational program. However small or great his capabilities, each volunteer should be accepted and appreciated as a person.

Because all school volunteers are human beings, they are more alike than unalike. Individual differences among school volunteers should be appreciated rather than merely tolerated. School Volunteers, as people, are interesting to know and work with, even though they are sometimes difficult to understand; it is because of them that individuals are able to make contributions to society and to our schools.

Basic Needs of School Volunteers

The basic needs of school volunteers merit consideration by the teacher, who is challenged by the opportunity to utilize the service of school volunteers.

1. Affection, Friendship - Every human being needs love and affection for a normal mental life. The teacher must be a friend of school

volunteers. The school must be a friendly place, where the making of interesting, dependable friends is a process considered worthy of nurture. Every school volunteer must be helped to become an appreciated member of the school staff.

2. Self-Respect - Respect for the dignity and worth of the individual lies at the very heart of the democratic ideal. One of the great tasks of the school is to build the volunteer's respect for himself. This means that the teacher must give the volunteer work at which he can succeed. The sympathetic teacher will express approval much more often than she will express disapproval of the volunteer's service.

3. Freedom - Human beings have a natural disposition for freedom. In the day-by-day service, the school volunteer comes to realize that freedom is always accompanied by responsibility.

4. Faith, Respect for Authority - Every human being is a social entity; he does not live unto himself alone. The School Volunteer needs to have faith in himself, in his teacher, and in the School Personnel. Genuine respect, life love, cannot be demanded as a right; it must be earned in every relationship between human beings. By being consistent and ethical, the teacher earns the volunteer's respect.

5. Challenge - The School Volunteer should be challenged by the experience he encounters. The ability to challenge or stimulate growth is a characteristic of our public schools.

6. Security - The wise teacher knows that a real sense of security is an outgrowth of evolution from dependence to independence. The teacher plays an important role in helping the school volunteer develop a sense of security.

7. Values, Appreciation - Human beings need to be wanted, valued, and appreciated. School Volunteers need to have a genuine place in the busy living of the school. They need to be active, participating, contributing members in each school situation in which they are involved. Each volunteer needs to feel that he is carrying his share of the load in accomplishing the school's goals. He needs to be valued as a person because of this worthy service to others.

WHAT KEEPS OUR LOS ANGELES CITY SCHOOL VOLUNTEERS WORKING?

Interest in their community, interest in education and a great sense and desire to want to help. But, school volunteers would not continue to work month after month, year after year, if the experience were not personally satisfying. It is up to the classroom teacher to make it so. Whether she succeeds or fails depends primarily on her own personality and attitudes. To work successfully with school volunteers, certain qualities are vital:

warmth
thoughfulness
sensitivity
an interest in and concern for people
the ability to identify with them
a genuine respect for the School Volunteer's skills and strengths.

Purpose:

The purpose of utilizing the service of a school volunteer is to make it possible for the certificated personnel to use his skill and training more effectively. The School Volunteer will never replace the classroom teacher. The varied services performed by the volunteer are under the direction and supervision of a certificated person.

The Limits of a School Volunteer:

What Should a School Volunteer be permitted to do?
What Should a School Volunteer be permitted not to do?

These questions are often asked by teachers concerning the role of a school volunteer.

The line that separates the certificated person from the School Volunteer can best be drawn by considering the following precepts (The Practice and the Promise - Report of the Paraprofessional Study, Detroit, Michigan ESEA Title III Wayne County Intermediate School District):

1. Diagnosing of **student needs is** a professional task.
2. Prescribing instruction programs is a professional task.
3. Selecting appropriate materials is a professional task.
4. Presenting or teaching content is a professional task.
5. Counseling with students is a professional task.
6. Evaluating student progress and achievement is a professional task.
7. Initiating, determining the why, the how, the where, and the when are professional tasks.

The teacher is the decision-maker for the implementation of the educational program.

The School Volunteer does only those things that he is directed to do, working under the supervision of the **certificated person. These** tasks can be described as those that are:

1. General Services
2. Clerical
3. Monitorial
4. Reenforcement of Instruction

Depending on his skill, abilities, training and interest, the School Volunteer may be called upon to perform more complex tasks related to the reenforcement of instruction.

Therefore, since the certificated and the School Volunteer occupy different positions, which can be described in behavioral terms, there need not be confusion over "role definition" and the limitations of the School Volunteer.

TYPES OF SCHOOL VOLUNTEERS

1. Classroom Volunteer

   Performs clerical, monitorial, and teacher reenforcement tasks under the direct supervision of the classroom teacher.

2. Tutorial Volunteer

   Gives individual help to children, either on a one to one relationship, or with a small group of children. (Either in the classroom or out of the classroom.)

3. Audio-Visual Volunteer

   Inventories, stores, performs simple maintenance tasks, and operates audio-visual equipment; may also assist as a stage manager.

4. School Counselor's Volunteer

   Performs clerical, monitorial and counseling reenforcement tasks under the direction of the counselor.

5. Nurse - Volunteer

   Performs clerical, monitorial and nursing reenforcement tasks under the direction of the nurse.

6. School Lunchroom Volunteer

Supervises lunchroom according to school practices during lunch periods; maintains order, helps children when assistance is needed, works with administration and teachers to improve procedures; supervises after-lunch playground or specific activities.

7. General Services Volunteer

Performs a variety of school duties as assigned by principal, vice principal, or designated teacher; may assist at doors and in halls, office, book room, library, health office, clinic services, classroom, but is not assigned to a single teacher.

Makes educational aides, games, etc., files materials, etc.

8. School Community Volunteer

Acts as a liaison person between the school and the community by informing parents of school and community services and by informing teachers of community problems and special needs.

9. School Hospitality Volunteer

Receives parents who visit the school and under the direction of the principal conducts the parent to where the parent may meet with a teacher; may also arrange for refreshments for teachers, parents and for children. In many schools as a translator or interpreter for Non-English Speaking parents.

10. Departmental Volunteer

Works in a particular school department (language, science, fine arts, etc.) to perform designated departmental tasks such as record keeping, inventories, attendance, supplies, making objective tests, tutoring, etc.

11. Library Volunteer

Works under the supervision of the librarian or a certificated person, to assist in operating the school library. Shelving, filing, clipping, circulation and book processing. Assists students with research, reading, etc.

12. Testing Service Volunteer

Works with professional testers in schools to arrange for, administer, check and record student test results.

13. Teacher Clerical Volunteer

Performs record keeping function, collecting, monitoring, duplicating of tests and school forms.

14. School Security Volunteer

Assigned by the principal to security tasks; doors, corridors, special events, lavatories, parking lot.

15. After-School Program Volunteer

Tutors; supervises, under the direction of the teacher, any after-school activities.

16. Special Talent Volunteer

Has special talents to assist teacher and students in teaching art, science, music, crafts, etc.

17. Special Skills Volunteer

Assists teacher by having special skills in the area of shop, homemaking, or speaking a foreign language (native Spanish speaker).

18. Playground (Recreation) Volunteer

Works with teachers during the school day to assist with physical education activities.

19. Reading Improvement Volunteer

Assists reading specialist with basic or remedial instruction, under the direct supervision of the reading specialist.

20. Special Education Volunteer

Assists special education teacher in implementing instruction and activities for individual or groups of special education pupils.

21. Speech Correction Volunteer

Works with speech correction teacher to provide increased correctional service for pupils with speech problems.

22. Attendance Officer Volunteer

Provides assistance in dealing with attendance problems.

23. Bus Attendant Volunteer

Performs duties at the beginning and end of the school day to supervise loading and unloading of the school buses; may be assigned to ride buses, especially those transporting very young children.

24. Laboratory Technician Volunteer

Assists in school laboratories (language, science, etc) under supervision of teacher; sets up, maintains and operates equipment.

25. English as a Second Language Volunteer

Assists Non-English Speaking Students under the direct supervision of the classroom teacher.

26. Pre-School and Kindergarten Volunteer

Assists classroom teacher with students and the instructional program.

27. Junior Great Books Volunteer

Conducts Junior Great Books discussion groups with students.

Most importantly the rationale for School Volunteers: Volunteers are assigned to schools to meet the needs and problems of each individual school. Volunteers are assigned to schools to assist the classroom teacher, to support the classroom teacher, but not to replace the classroom teacher.

SUGGESTED SERVICES THAT MAY BE PROVIDED BY VOLUNTEER WORKERS

These will be dependent upon the needs of the individual school and the capabilities of the school volunteer. The following list suggests some possibilities with which a volunteer might assist:

SERVICES REQUIRING MINIMAL SKILLS OR TRAINING

-- assisting in decorating rooms
-- assisting with classroom chores
-- distributing books and supplies
-- helping in the preparation of instructional materials

- -- arranging and helping to supervise class trips
- -- grading of objective-type tests
- **-- recording marks**
- -- putting work on the board
- -- obtaining designated materials for class units

SERVICES REQUIRING AVERAGE SKILLS OR TRAINING

- -- compiling a picture file for use in class units
- -- cataloging magazine and newspaper articles pertaining to class units
- -- setting up simple science experiments
- -- typing needed teaching materials
- -- keeping chemicals in order in laboratory and helping in science classes
- -- helping with arts and crafts, music, physical education, dancing
- -- organizing and supervising a classroom library
- -- arranging special holiday programs
- -- acting as interpreters for non-English speaking parents
- -- making posters
- -- setting up hall display cases
- -- clerical chores: alphabetizing, filing, typing, duplicating materials
- -- assisting in health programs: innoculations, vision test, first aid, referrals to dental clinics, etc.
- -- helping with inventories of books and supplies
- -- assisting the school nurse
- -- preparing instructional materials requested by staff
- -- assisting with library operation during the school day, during the lunch hour, before and after school.

SERVICES REQUIRING SPECIAL SKILLS OR TRAINING

- **-- assists in dramatics, directing, staging, making costumes and scenery, coaching**
- -- assisting in school club activities and co-curricular programs
- -- assisting in school-wide programs: music, art, dance
- -- assisting in assembly programs
- -- assisting in noon programs
- -- help to improve pupil attendance
- -- help to orientate new teachers to the community

- assist with homeroom program and activities
- assist with open house programs and other special event programs
- help to orientate new students to the school
- assist with career guidance programs
- assist with motivation programs to encourage pupils to continue their education
- assist in the scholarship office
- serve on various advisory committees
- assist with programs for financial assistance to needy students
- assist with programs relating to cultural patterns and inter-cultural relations
- assist in tutorial service for individual students.

TEACHER-VOLUNTEER OBJECTIVES

The classroom teacher who requests and accepts the services of a school volunteer must recognize that a learning process for his volunteer will be involved. Volunteers must be encouraged to discover what it means to accept responsibility and to experience the satisfactions that are involved in doing so. This is sometimes a slow process, but there are various ways of aiding it. Let us consider how a teacher might proceed to work with a volunteer in this way.

Setting the Background:

The process involves three steps. Each of these will be handled differently by the teacher depending upon the relationship which has already been established and on the readiness of the volunteer to accept responsibility for his own behavior. The goal toward which the teacher works is the acceptance by the volunteer of full responsibility for his contribution to the success of the educational program.

The First Step is the Establishment of Objectives:

A good way to begin is to ask the volunteer to write out and bring in for discussion his own conception of the responsibilities, his interests, his abilities, which he considers to be primary as his volunteer assignment. This is often an instructive process for the teacher because even where there are detailed written job descriptions, volunteers seldom perceive their responsibilities as their supervising teachers do. However, when the statement is brought in there is an opportunity for modification and clarification in a "give-and-take" discussion. The requirements of the job are set by the situation; they need not be seen by either party as personal requirements established by the teacher. The ideal role for the teacher, in the discussion of the volunteer list, is more that of a partner than a boss. The purpose is to help the volunteer understand what the situation demands of him. This step may take some time, but the achievement of mutual understanding and joint agreement concerning the volunteer's responsibilities is essential to the future of the whole process. By this process the broad objectives defined by the situation are clarified and accepted.

Once the volunteer - primarily through his own efforts but with such help as is needed from his teacher - has arrived at a clear statement of the major responsibilities of his volunteer service, step two can occur.

THIS STEP CONSISTS OF THE VOLUNTEER DECIDING FOR HIMSELF THOSE OBJECTIVES WHICH HE FEELS ARE IMPORTANT FOR HIM TO STRIVE TOWARD DURING A LIMITED PERIOD OF TIME.

These objectives should be as specific as possible:

-- tasks he plans to complete
-- new projects he wishes to undertake
-- improved standards of performance
-- acquisition of new knowledge and skill
-- relationships with his students

They should of course be related to the responsibilities he has already outlined for his job. His objectives in turn are discussed jointly with the teacher in a give-and-take fashion.

Here is where the teacher can seek to promote the "integration" of the volunteer's needs and goals with organizational requirements. Well chosen "objectives" can, if they are achieved, yield important satisfactions for the volunteer as well as improved performance. Again, the teacher seeks to help the volunteer to understand, to learn, to grow in the process of discussing and reaching agreement on his objectives. Throughout, he sees to it that the volunteer takes the active role while he guides and helps.

The Third Step Will Not Take Place Until the Expiration of the Agreed-Upon Period for Which the Objectives Have Been Set.

During the intervening time the teacher will have many opportunities to work with the volunteer in helping him reach his objectives. Here again, the nature of the teacher's actions will differ from situation to situation. If the volunteer is accustomed to complete delegation he may operate relatively independently,coming to the teacher for advice or help only when he feels he needs it. If on the other hand, he has not operated with any independence in the past, there will be need for frequent interchange and guidance.

The teacher is seeking to teach a volunteer to exercise self-control; he will guide his own behavior accordingly.

At the end of the stated period the volunteer will make an appraisal of his own performance relative to the objectives which were set earlier.

If, however, he has failed in some respect or another to achieve his objectives, the discussion will consist of an analysis of the reasons and of what can be done about them. With reasonable care on the part of the teacher this will not be a situation in which the volunteer becomes unduly defensive.

The purpose is not to force the volunteer to rationalize his failures, but rather to encourage him to examine his performance in order to understand what, if anything, went wrong and to decide what he will do differently in the future. The emphasis is on the future, not the past.

In this discussion at the third step the teacher, who is sensitive to the inter-dependent nature of the relationship, is likely to find that his own behavior has been a factor in his volunteer's success or failure in reaching his objectives. Thus the planning for the future may well involve changes on the part of the teacher also.

The three steps in this process have been described as taking place between a teacher and a single volunteer. However, the method lends itself equally well to objective-setting by a group of school volunteers.

TEACHER-SCHOOL VOLUNTEER RELATIONSHIP

How School Volunteers and School Staff who work with them can improve their effectiveness through:

Mutual understanding
Satisfactory placement
Effective training
Helpful supervision

It is difficult to lay out a specific set of instructions on how to work with volunteers: what to say to them when they report to work, what to say when they are serving in our school; how to greet them, how to express thanks and appreciation; what words you use in establishing communication between them and other volunteers, or between School Volunteers and the School Personnel; what you can say that will make them feel happy and useful.

Even if instructions of that kind were possible, they would be worse than useless. It doesn't matter what words you use to say so -- the feeling will come through.

There are, however, a few general principles by which School Personnel can be guided.

Dr. Jack P. Crowther, Superintendent of Schools, says, "Always give School Volunteers something meaningful and constructive to do, and praise them for their efforts and services."

According to Dr. Crowther:

I. CONTINUED PARTICIPATION FOR SCHOOL VOLUNTEERS DEPENDS UPON REWARD.

Rewards vary with School Volunteers. Some volunteers may be concerned with self-expression, recognition, the need to feel useful and important, the desire for new knowledge, the need to communicate with the classroom teacher, a desire to meet the School Personnel.

II. SCHOOL VOLUNTEERS MUST SEE THE RELATIONSHIP OF THE SERVICE THEY DO, HOWEVER SMALL, TO THE TOTAL EFFORT.

It is unquestionably boring to assist with clerical work. It becomes important when the volunteer knows how the clerical work is to be used, when she realizes that her work will make it possible for the school to succeed with essential work. And even in the most routine job, the volunteer can be given an opportunity to consider various ways of doing it.

III. VOLUNTEERS MUST BE MADE TO FEEL THE IMPORTANCE OF THEIR CONTRIBUTION.

What exactly does the Volunteer's service mean? How does it provide a service otherwise impossible? Has it opened the way for others to give their time and talents? Has it resulted in improvements to the school; what kind and in what way? The School Volunteer as a right to know what her contribution means to the school, to the children, and to the classroom teacher.

IV. THE FIRST EFFORTS OF A SCHOOL VOLUNTEER MUST BE SIMPLE ENOUGH TO INSURE SUCCESS.

A little success goes a long way in maintaining interest and retaining a School Volunteer. The jobs School Volunteers are given to do must be within their skill and experience. Frustration at the outset is death to the efforts of School Volunteers. Small success will lead them from one service to another.

V. SCHOOL VOLUNTEERS MUST HAVE OPPORTUNITIES TO GROW AND LEARN.

Interest stops when there is stagnation. Continued involvement demands new challenges, the provision of opportunities to try new methods and new skills, the kind of supervision that broadens horizons, the development of potentialities for growth and leadership.

VI. VOLUNTEERS MUST BE ENCOURAGED TO MAKE AS MANY DECISIONS AS POSSIBLE.

Growth is shown by the capacity to make as many decisions as possible. Growth is shown by the capacity to make intelligent decisions. One of the hardest jobs of a professional is to refrain from making all the decisions. It may be simpler to do so, but it is frequently wiser and healthier for the school to allow volunteers to do it. There is a very fine balance between knowing when to step in and when to remain on the sidelines. School Volunteers can be trusted to act with maturity if they are treated like responsible human beings. If they are given the facts and a sense of direction about school policies and school programs, they will more often than not make intelligent decisions.

VII. VOLUNTEERS WORK BEST IN A FRIENDLY, WARM ATMOSPHERE, WHERE THEIR EFFORTS ARE OBVIOUSLY NEEDED AND APPRECIATED.

The School Staff can create such an atmosphere by their attitude, by seeing that the School Volunteer is made to feel part of the School Staff, by expressing appreciation when it is deserved, by treating each volunteer as an individual human being, by remembering the small thoughtful things that make each volunteer feel a special individual.

VIII. SCHOOL VOLUNTEERS MUST NOT BE TAKEN FOR GRANTED.

School Volunteers do not owe our schools anything. School Volunteers have chosen to spend their time performing a service to the schools and children. This service gives our volunteers a great satisfaction. The school's appreciation of the things they may have given up to perform these functions and the school's recognition of its value should be very real. Express that appreciation at the time the service is performed, and periodically with a note or some other form of recognition that stresses the meaning and value of the service.

IX. KEEP SCHOOL VOLUNTEERS INFORMED ABOUT DEVELOPMENTS IN AND ABOUT THE SCHOOL.

Whether or not they are directly related to their work, School Volunteers are sincerely interested in what is happening in the school. Volunteers will feel more intimately involved if they share with the School Staff knowledge of events as well as the educational program for the school.

X. CARE ENOUGH ABOUT YOUR SCHOOL VOLUNTEERS TO LEARN ABOUT THEIR STRENGTHS.

All School Volunteers have strengths, although some are so humble and modest that they do not recognize them. It is up to the School Staff to unearth them and put them to use. In doing so the staff will render an invaluable service to another human being and release unsuspected gifts and service of the cause for which volunteers work.

If we, as professionals, are guided by these principles, if we are warmly concerned about School Volunteers and sensitive to their feelings, if we try to put ourselves in the place of every School Volunteer with whom we work, we won't have to worry about what to say and do. We'll know, and our Volunteers will keep working. Let's make our Los Angeles City School Volunteers know that they are growing with a developing program -- a program they themselves are helping to create.

REPONSIBILITIES OF TEACHERS WHO USE VOLUNTEERS REGULARLY IN OR OUT OF THE CLASSROOM

The role of the volunteer in the school is a very important one. As "the significant other in a helping relationship," a school volunteer can make a very valuable contribution to our educational program. The effectiveness of the volunteer, however, depends largely upon the skill with which the classroom teacher guides her. The attitude of the teacher toward the volunteer can encourage and inspire, or it can discourage and defeat. Those who have volunteered their time and efforts on behalf of children have made a concrete demonstration of their dedication and concern. Gifts of time and service must be repaid, not only with gratitude, but through the volunteer's own sense of achievement. A school volunteer must feel that her needs will be met. Otherwise, her enthusiasm will dwindle and the volunteer will become a "drop out."

The success of the Los Angeles School Volunteer Program depends in large measure upon the teacher's skill in the development of human potential at all ages. The volunteers who will be serving in our schools will vary as greatly in their strengths and weaknesses as the children themselves.

Hopefully, we can create in our Los Angeles City Schools a climate which will nurture the growth of each person who becomes a part of this program. The following suggestions are presented with this objective in mind.

Most school volunteers approach their first days of participation with mixed feelings. Interest, enthusiasm and participation combine with quite normal anxieties about what will be expected of them, whether they will be able to succeed in working with a group of children, and how the teacher will feel about them.

Experience with volunteers suggests that they can be more quickly oriented to the school, make more successful contacts with children, and become helpful assistants sooner if:

a. they feel welcome and accepted.
b. they have active leadership and guidance from the teacher.
c. they know what is expected of them.
d. they have help in establishing relationships with children.
e. they have the information they need to carry out their responsibilities.
f. they are busy and actively involved in the program.

The classroom teacher is a key person in guiding the practical learning experiences of volunteers. The following suggestions are intended to help make the best use of the teacher's supervision within the limits of the time available.

1. Try to arrange an informal session with the Volunteer at an early date to discuss the program and what to expect of the children. Orient the volunteer in the kind of help you would like from her. Try to have a little variety in the work.

2. Plan the work you want the volunteer to do before she comes to your room. Create early opportunities for volunteer contacts with individual children. Be specific in your directions.

3. If you are not going to need your volunteer at her regular time, or if you are going to be away from school, advise the school volunteer chairman in advance so that arrangements can be made to utilize her elsewhere.

4. If you do not need your volunteer for the full time, release her so that she can help another teacher.

5. Brief your school volunteer in fire drill and dismissal procedures. Introduce her to the teacher next door.

6. Anticipate information volunteers will need to carry out assigned

duties. Show them where to find materials, how to set up an activity, what books to use with a group, etc. Tell them what limits to set, what special needs individual children have, and what to expect of the children.

7. Avoid assigning responsibilities beyond a volunteer's ability. Do not leave a volunteer with too many children or too large an area to supervise.

8. Provide increasing responsibility as volunteers are ready.

9. Expect volunteers to be business-like about attendance, being on time, staying with assigned responsibilities, and constantly accepting direction from the teacher. Although the job is a volunteer one, the commitment is professional.

The School Volunteers who feel themselves partners of the teachers are doing a public relations job and are carrying to the community an appreciation of the good job being done by school people.

SCHOOL VOLUNTEER READING REFERENCE HANDBOOK

by

Charlotte Mergentime

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School Volunteer Program
New York, N. Y.

INTRODUCTION

This reference material, which is used as a guide during the training of New York City School Volunteers, offers procedures and suggestions for word recognition techniques. The organization and presentation of the material is designed to give the volunteers a frame of reference within the context of situations they will encounter in working with retarded readers. Continued in-service training and conferences provide the volunteer with additional tools to meet specific needs and situations.

Procedures which have been used successfully in reading institutions and clinics are incorporated. However, the child's needs will determine modification or adaptation of the outlined procedures. Many of the activities differ from classroom practice since a volunteer works with a child on a one-to-one basis. Stress is laid on the imaginative presentation of materials and on motivating the child to verbalize and to read. The tremendous range of reading ability found among the children and the length of time a volunteer has to work with a child demand great flexibility both in choice of material and technique.

Ten to fifteen minutes of each reading session should be devoted to practice of word recognition skills specifically designed to meet the needs of the individual child. Time should be allowed at the end of the reading period for a game which will reinforce activities presented earlier in the period.

The ultimate aim of the volunteer is not only to have the child improve his reading ability but to have him develop interest and pleasure in reading.

Charlotte Mergentime
February 1965

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EVALUATION OF CHILD'S READING ABILITY

Selection and Use of Graded Reader

To ascertain the grade level at which the child can perform satisfactorily and to note the nature of his errors, select graded readers (other than classroom material) ranging from six months to a year higher and six months to a year lower than the grade score the child achieved on his most recent school reading test. The Reading Help Chairman will supply the child's reading score and direct you to the proper books.

Example: John's test score is 3.4 which means he has achieved a reading grade score of third year, fourth month on a silent reading test. However, this may not be the level at which he performs comfortably. Therefore, select a book graded second half of second year for informal testing.

Have the child examine the pictures illustrating the story and engage him in a brief discussion as to their meaning. Tell him the names of the characters and places. Ask the child to read aloud a selection of about one hundred words. If he makes more than five errors (see Kinds of Errors, following page), quietly, without comment, withdraw the book and offer one at a lower grade level.

Example: "John, thank you! Would you read another book for me? You may find this one more interesting."

If you find the child makes five errors per hundred words, that is the child's functional level. This is the level at which you start to work with him. If he makes less than five errors per hundred words, have him read from a book at the next higher grade level. Have him read aloud until you discover at which grade level he can perform satisfactorily. This grade level will be one of the determining factors in selecting future reading material.

You may find that the child has no difficulty reading orally (i.e. that level at which he makes approximately five errors per hundred running words). He may have achieved a low score on a silent reading test because he does not entirely understand what he reads. (See Determining Comprehension for judging performance in this area.)

At all times you will want to create a relaxed atmosphere. Assure the child that you want to help him become a better reader. Explain the procedures you will use and their purposes.

Example: "John, I am going to ask you to read aloud to me. I may write down some words while you are reading. I am not marking you. The notes I make will tell me how I can help you and not waste any of your time."

In noting errors, observe that the same error is counted only once. Mispronounced proper names and words mispronounced because of foreign accent are not counted as errors.

3

Kinds of Errors

Mispronounces or fails to recognize words

Omits words or parts of words (endings such as: s, ed, ing)

Adds words

Example: John is asked to read the following:

There was an old woman who lived in a shoe.
She had so many children,
She didn't know what to do.

Errors noted:

Reads this for there, show for shoe, live for lived, left out so, did not recognize know, added so before second she.

Assessment of Word Recognition Skills

An analysis of the above errors indicates that John needs additional practice in recognizing such basic sight words as this and there, in noting endings of such words as lived, in hearing and seeing final sounds of words such as show and shoe.

Many words such as there do not lend themselves to phonetic analysis and are best taught as sight words. The child's knowledge of sight words can be ascertained by the use of Dolch's Basic Sight Vocabulary List, which will be supplied by the Reading Help Chairman.

In assessing word recognition skills, check the child's knowledge of basic sight words, initial and final consonant sounds, long and short vowel sounds, prefixes, suffixes, and syllabication.

For a more complete picture of the child's mastery of phonics, simple tests such as the Roswell-Chall Diagnostic Test are easy to use and interpret. Diagnostic material with directions for administering may be obtained from the Reading Help Chairman.

Determining Comprehension

Have the child read silently a short story or selection from a book at his functional reading level. Ask questions like the following to learn how well he understands the story.

Main idea:

What do you think is the most important thought in this story?

or

What is the story about?

or

What is the main idea in this story?

Details:

What was the color of John's pony?

Where did Mary live?

When did the rooster crow?

Who stole the pig?

How many blackbirds were in the pie?

Inference and judgment:

How do you know the girl was right?

Why do you think he did it?

What do you think will happen next?

Vocabulary:

Select words from the story that may be difficult. Have the child read these words aloud. Does he understand their meaning? Does he use context clues to develop the meaning?

READING HELP TECHNIQUES

The child's needs have been assessed on the basis of the reading tests, your notes, and observations. You are now ready to offer practice in basic reading techniques.

Word Recognition

Picture Clues

Engage the child in a discussion of the pictures which illustrate a story to develop concepts and vocabulary related to the text. This procedure has particular merit with children who may be unfamiliar with objects, scenes, or people depicted and who lack the vocabulary to describe them.

Configuration Clues

Call the child's attention to the difference in the height and shape of letters and outlines of words. Words like elephant are easier to read than words like was or were. Have the child note the distinguishing features of words as an aid to recognition.

Context Clues

Emphasize the use of context as an aid in determining the choice of a word.

Example: John reads show for snow in the following sentence:

It was a cold winter's day and the snow was falling.

Point out that show doesn't make sense in that sentence.

Sight Vocabulary

The following procedures are suggested for presenting a sight vocabulary to the non-reader or poor reader, and for reinforcing the sight vocabulary of the more advanced reader who is experiencing difficulty with such words as was, saw, were, there, through. The latter's knowledge of basic sight words can be ascertained by testing with Dolch's Basic Sight Vocabulary List of 220 words or Dolch's Popper Cards, Sets I and II. Select the words the child does not know and plan to present four or five for mastery at each session.

Seeing and Writing Sight Words

Some children need the added support of seeing and writing the words. Offer one word at a time. Tell the child his eye is a camera and you want him to "take a picture" of the word. Then ask him to close his eyes and see the word. Next have him print the word from memory and have him compare the word with the original. Offer frequent practice and review.

Games

For review and reinforcement of sight words, use the game "Word Bingo" played with sight words instead of numbers. For the games of "Football" and "Baseball", draw a football field or a baseball diamond. Explain to the child the rules of the following simplified game: A player advances ten yards or one base each time he reads a sight word correctly. If he fails to recognize the word, his opponent (usually a volunteer) advances ten yards or one base. The game can be played for approximately ten minutes or longer depending upon the interest span of the child.

Picture Cards

The non-reader or very poor reader may benefit from working with picture cards which illustrate familiar objects. One card has a picture and its identifying word and another card shows only the word. The child repeats the word several times while looking at the picture. Then he selects the matching card from a pack of non-illustrated cards. Offer frequent practice and review. Three to five words may be taught at a session. Additional words may be culled from the preprimers or reading material the child is given in class.

Note: The presentation of a sight vocabulary does not preclude simultaneous instruction in word recognition skills (page as indicated by the child's needs.

PHONIC PROCEDURES

Alphabet

Begin instruction at the point indicated by the child's needs. If he doesn't know the alphabet, start here. The maturity of the child will determine the selection of such illustrative material as blocks, anagram or scrabble letters, ABC books or picture dictionaries to be used in presenting the alphabet or the following sounds.

Consonant Sounds

Show a picture which illustrates a word beginning with the letter to be taught. Print the letter in both small and capital forms. Tell the child the name and sound of the letter. Try to say each consonant sound as clearly as possible, without adding a vowel sound. Explain that most consonants have one sound.

At the beginning present only the hard sounds of c and g as in cat and go and the sibilant sound of s as in see. For the child who has not developed the ability to discriminate between the sounds of consonants, the following steps are recommended:

Have the child listen to a jingle, short sentence, or nonsense words containing the initial consonant e.g.:

Fe, Fi, Fo, Fum (F)
Peter, Peter, Pumpkin-Eater (P)

Have the child identify the initial consonant.

"John, what sound do you hear at the beginning of the words?"

Have the child tell you some words beginning with the sound of the consonant. Offer hints if the child cannot readily think of a word.

Have the child tell you what word(s) begin(s) with the sound of a consonant in a series of three words.

"John, I am going to say three words. Tell me which words begin with the sound of b." Say the sound, not the name.

Baby
Boy
Doll

Pen
Boat
Coat

Dog
Bus
Bat

The child's needs will determine the amount of time spent on each step. This procedure may be necessary with some letters and not with others.

Present single consonant sounds first - b, d, f, g, h, j, etc. preferably not in that order since children have a tendency to confuse such sounds as b and d. (Q is introduced later with u. Y is presented only as a consonant.)

Short Vowel Sounds

Tell the child the names of the vowels a, e, i, o, u. Explain that these names of the vowels are their real names or long names.

> "Alfred is your real name, but your nickname or short name is Al or Alfie. Vowels have nicknames or short names too. When we meet vowels in a word, we often use their nicknames or short names."

Start with the short sound of a. Print it in small and capital letters. Display a picture of an apple. Tell the child that short a has the sound of a as in apple. For the purpose of illustration cut out a picture of an apple, draw a picture of an apple, or use an ABC book or picture dictionary.

For the child who is having difficulty in distinguishing the short sound of a, the following practice is recommended:

Ask him to rhyme or give words that sound like cat, can, cap, him, tag, dad.

Have him tell you which words contain a short a sound in a series of three words:

sat	dog	hat	fit
fat	man	cup	pit
pin	rat	bag	pat

Next present a list of words as follows:

ca t	ca p	ca n	da d
ba t	la p	ra n	ma d
ma t	ma p	ma n	sa d

Have the child sound out the word. Then have him blend the sounds into a word. Use only short, one-syllable words with single consonants.

In words containing c, g or s use only those with the hard or sibilant sound. When the child is able to blend the letters into a word, present the words as they normally appear - cat, bat, mat, cap - and have him read the whole word. If he can't, have him sound out the word again, as presented in the above list.

Be patient - some youngsters take longer than others but the majority of children with reading difficulties respond well to this method.

Similarly, present the short sound of e as in elephant, i as in Indian, o as in orange, and u as in umbrella.

General Procedures (See Basic Kit for additional suggestions for planning work schedule.)

Prepare all materials, books, games, drills before the lesson begins.

Drill at most for ten minutes. If you see the child losing interest, stop.

Review frequently.

Reinforce phonic presentation with a ten-minute game period at the end of the lesson.

Apply newly learned skills to reading experiences.

Offer practice in seeing, hearing, and writing as in the following activities and games:

Scrapbook:

Have the child print with crayon or "Magic Marker" the letter a in capital and small letters on colored paper. Help him locate (magazines, newspapers, greeting cards), cut out, and paste pictures and words that illustrate the short sound of a. Have him punch holes in the paper and tie it with ribbon. He now has the beginnings of a scrapbook to which pages containing additional illustrations of sounds will be added.

Vowel Chart:

Write the names of the vowels at the top of a large sheet of paper using a different color for each sound.

(red) a	(blue) e	(green) i	(yellow) o	(black) u
bag	beg	big	bog	bug
sap		sip	sop	sup

To help the child hear and see the differences in the short vowel sounds, dictate three letter words such as above and have the child write them in the correct column with the correct color crayon. This game can be adapted later to a variety of uses with vowel diphthongs, consonants, etc.

Riddles:

Have the child write or typewrite (the latter if possible) answers to riddles.

Example: What do I wear on my head that rhymes with cat? (hat)
What is another name for a little house or shack? (hut)
What is the weather like in summer? (hot)
What is another word for smack? (hit)

Long Vowel Sounds

"When we meet vowels in a word, we often use their nicknames or short names." Repeat this explanation which was offered when we introduced short vowels. List known words, selected from the child's reader or basic sight vocabulary, for each of the following combinations (one vowel combination at a time). Have the child read the word and note that the vowels this time do not use their nicknames or short names. Explain that there are times when we use a vowel's "real" or long name. First, when it is followed by a vowel friend. The friend doesn't make a sound but the first vowel uses its real name or long sounds.

Examples:
ee = long e
ea = long e
ai - long a
oa = long o

Note: ay may be introduced later

Present each of the above combinations separately with drills, games, and activities similar to those suggested for short vowel sounds.

The next time we use a vowel's real or long name occurs when silent e appears at the end of a word and changes the sound of the first vowel. Present the following words first in sentences to insure understanding of meaning.

Examples:
hat becomes hate
rob becomes robe
us becomes use
rip becomes ripe

Additional Activities:

Present a list of words with short vowel sounds (pin, hat, cut, not, etc.) to be changed to words containing long vowel sounds (pine, hate, cute, note, etc.)

Present a list of words with long vowel sounds (beat, mail, say, seed, bite, pine, made, etc.) and have the child cross out the silent letters.

Long Vowel Sounds (Continued)

Have the child listen to words containing both long and short vowel sounds. Have him tell you if he hears a long or short vowel sound.

Other Vowel Combinations

oo

The long sound of oo is likened to the toot of a horn. Words containing this sound are soon, moon, pool, cool, food.

oi-oy

The sounds of oi and oy are found in the following words: oil, boil, join, point, boy, toy, joy.

"r" the Magician

The letter r waves its magic wand and changes the sounds of the vowels, so that the vowel sound is neither long nor short.

ar as in car says the name of the letter r.

or as in for says or

er as in offer says er

ur as in fur says er

ir as in fir says er

Present ar and or at separate lessons. Ur, er, and ir, may be presented at one time. However, point out to the child that although er, ir, and ur have similar sounds as in the above words, the meanings of the words are different.

Consonant Blends

Explain to the child that when two or three consonants appear at the beginning of a word, they "run together" as in the following words:

fl - flag, gl - glass, sl - sleep, pl - play

cr - cry, dr - dress, fr - fruit, gr - grass, tr - train, br - bread

Consonant Blends (Continued)

sc - scale, st - state, sm - smile, sn - snow, sp - sport, sw - sweet

scr - scream, spl - splash, spr - spring, str - string

Present one group of consonant blends at a time and offer practice in workbooks and such games as "Go Fish".

Digraphs and Other Speech Sounds

Explain that some letters "go together" and therefore we think of them as one. The consonants join to make a new sound.

sh wh ck th
ch tch qu

The sounds of ch and sh are often confused. The sound of ch is like the sound of ch in choo - choo train or cha - cha. Sh may be explained as the "quiet" sound, as in "Sh! the baby is asleep."

Offer practice in seeing and hearing the difference between sh and ch as follows:

Discuss the meaning of any unfamiliar words and have the child read the following in pairs, clearly enunciating the sounds of ch and sh -

ship shop shin cash dish marsh
chip chop chin catch ditch march

Ask the child to select the correct word in the following exercises:

The ____________________ was on the sea.
ship chip

The soldiers went on a twenty mile ____________________ .
marsh march

The boy will ____________________ the ball.
cash catch

Th and wh each have two sounds; th as in that and thin, wh as in what and who.

Qu - Tell the child that q is always followed by its shadow, u and sounds like kw as in queen.

Digraphs and Other Speech Sounds (Continued)

Ck has the sound of k and appears at the end of a syllable or word as in chicken or truck.

Many of the games and activities suggested for use with vowel sounds may be adapted for practice with consonants, consonant blends, and digraphs. Phonic workbooks and commercially prepared games found in the Reading Help Program Library will provide additional reinforcement.

Tricky Consonants

c g

Most consonants have one sound when not combined with another consonant. c and g have two sounds: hard sounds as in cut and gun and soft sounds as in cent and gin.

c

Tell the child you are going to show him two lists of words. Ask him to listen very carefully to the sounds he hears.

1	2
coat	cent
cut	circus
corn	cycle
cup	cigar
cat	cell
cake	city

"What sound does the first letter make in list 1? (k)
This is a hard sound. Say it again. What letters follow the c in list 1?" (a, o, u)

"Now, let us look at list 2. What sound does the first letter make? (s)
This is a soft sound. Say it again. What letters follow the c in list 2?" (i, e, y)

Have the child make the generalization that c has a soft sound when followed by e, i, or y.

g

Follow the same procedure with the letter g.

Tricky Consonants (Continued)

1	2
gone	gypsy
gun	gem
game	gin

The child is now ready to make the generalization that g has a soft sound when followed by e, i, or y. (Ignore exceptions such as girl, give, get, unless noted by the child.)

Write out separate lists of words containing hard and soft sounds of c or g and have the child say the word and tell you if he hears a hard or soft sound. Have him apply the generalization he has learned about the sounds of c and g to these words. Offer additional practice in workbooks such as Webster's "Eye, and Ear Fun Book III."

ph

ph is a "tricky" consonant since it says f as in phone, phrase, and graph.

gh

gh wears many masks. Sometimes it says f as in cough and laugh. Sometimes the g says its own name as in ghost. Other times gh is silent as in thought and caught.

gh as found in the ight words is frequently met by the child in books. Explain that gh in this combination is silent but makes the i use its "real" name or long sound. Words containing this sound are:

might night right bright
sight light fight fright

gh and ph are best presented casually when encountered in the text.

Lazy Sounds

wr kn gn mb

Some sounds are too lazy to say their names. These include w as in write, k as in knife, g as in gnaw, and b as in lamb. It is not necessary to stress these sounds with exercises or drills. Point up their pecularities when they present difficulties in reading.

The Pinching Sound

ou ow

Ask the child what he says when someone pinches him. (Ow!) Explain that this is the sound frequently given to ou and ow as in:

cow out house
how bounce mouse

Both ou and ow have sounds other than those found in the above words. However, a child with reading difficulties generally finds it less confusing to be presented with only one sound at a time. As he gains phonic skills, additional sounds of the same letters or combinations of letters can be introduced as ow in know and show.

The Sorry Sound

au aw

Explain that au and aw are like the sound of aw as in "Aw gee, why can't we go to the ball game." This sound is found in such words as:

law awful auto
saw draw caught

Workbooks and commercially prepared games found in the S.V. Reading Help Program Library offer additional practice in vowel and consonant sounds. For further suggestions see:

300 Developmental Reading Activities - D. H. Russell and E. E. Karp

100 Good Ways to Strengthen Reading Skills - Scott, Foresman & Co. (for middle-graders)

Remedial Reading Drills - Hegge-Kirk

REVERSALS

Does the child confuse b and d, p and g?

Does he read was for saw, ton for not, or reverse other words?

Any child with marked reversal tendencies should be called to the attention of the Reading Help Chairman.

The following are some suggestions for correction of the more simple forms of reversals.

Word Reversals:

Make sure the child understands the left-to-right movement in reading. Show the child how his eyes should travel across the page from left-to-right and then swing back to the beginning of the next line. Let him watch your eyes as you read.

Print the word he reverses in letters two inches high. Have him trace the letters with his finger, giving the sound of the letter as he does so. Be sure he is using a left-to-right movement.

Letter Confusion:

As you dictate words such as dad and bad, day and bay, have the child type or print the initial consonant sound (b or d, or other letters that may be confusing). Dictate one line and avoid any fixed order. Have the child draw a line through all the b's giving words beginning with the sound as he does so, then follow the same procedure with d. Three or four such drills usually overcome this problem.

If a child fails to respond, refer him to the Reading Help Chairman. He may need special help.

WORD BUILDING

Word Endings - s, ed, ing

Many children disregard word endings. They misread play for plays, played, or playing.

The following suggestions will help the child recognize the importance of word endings and their use in changing the form and function of a word.

Write the following sets of words:

boy girl house box
boys girls houses boxes

Give the following directions:

Draw a line under the word or part of a word in each set that is the same. boy, boys

Put a circle around the part of each word in each set that is different. boy boy s

Which word means one?

Which word means more than one?

What do we put at the end of a word that means more than one? (s or es)

Write the following sets of words:

play talk call
plays talks calls
played talked called
playing talking calling

Give the following directions:

Draw a line under the words or parts of words that are alike in each row.

Put a circle around the part of the words in each row that is different.

Print a list of words such as:

like walk play mother
beat cat jump rain

Make sure that the child can read the words you present. Then devise sentences containing the words to which you add the endings s, ed, or ing. Ask the child to tell you the endings he hears. To the above list of words, have him add with colored crayons, the correct endings that he hears.

Example: It rained yesterday.
I have two cats.
He is walking home.

"John, what ending do you hear added to the word rain?"
"John, take a colored crayon and add the ending to the word rain."

Have the child select the correct word in such sentences as the following:

We (play, played, playing) ball yesterday.
Mary is (play, played, playing) with her ball.
John (play, plays, played) with the ball.
They (plays, playing, play) with their ball.

Note: Be sure the child understands the time element expressed in the form of word used.

Ask the child to dictate or write sentences containing words ending in s, ed, ing. Have the child read these sentences and underline the root word.

Example: Mary runs home.

John walked home.

Henry is walking home.

Compound Words

Print the word in.

Ask the child to tell you the word.

Print the word to and ask the child to tell you the word.

Now print the two words as one - into.

Ask the child to read the word aloud.

Explain that sometimes we put two small words together to make one big word.

Suggested Activities:

Read a list of compound words and ask the child what two words he hears. These should be composed of two known words in the initial stage. (Use words in sight vocabulary.)

Examples: grandmother, seesaw, newspaper, into

Write other examples and ask the child to underline the two words he sees.

Present the child with two columns of mixed-up parts of compound words such as:

Column I	Column II
doll	side
in	not
can	fire
camp	house

Ask the child to select the proper words from column I to add to words from column II to form a new word.

Prefixes and Suffixes

Another aid to reading and understanding is the ability of the child to identify common root words, prefixes and suffixes.

Draw a picture of a house.

A root word is like a simple house to which additions may be added on either side.

A prefix is added to the beginning of a root word and a suffix to the end of the word.

Prefixes

Write the words happy, unhappy.
Ask the child to underline the parts that are alike.
"What did we add to the beginning of the word happy?" (un)
"We call that a prefix."
Explain that prefixes are letters or syllables put before a word to make a new word. Make sure that the child understands what a syllable is.

"What does happy mean?"
"What does unhappy mean?"
"Give me a sentence with the word unhappy."
Point out to the child how un, meaning not, changes the meaning of happy to not happy.

Offer additional examples developing the meaning un, with words like:

untrue
unfair
undressed
unable
unlike
unreal

Ask the child to dictate sentences to you using the above words. Have the child underline the root word and draw a ring around the prefix.

Offer similar exercises with the prefix re, meaning again, as found in words in their sight vocabulary.

retold
repack
retake
retie
repaint
reread

Older children may study such prefixes as:

dis - meaning apart or not
ex - " out of
in - " into or not
pre - " before
sub - " under
trans- " across

Encourage the child to locate words in the dictionary beginning with these prefixes. Make sure the child can pronounce the words and understands their meaning.

Suffixes

Draw two sets of three lines each as follows:

This line is long. ____________
This line is longer. ________________
This line is longest. ____________________

This line is short. ____________________
This line is shorter. ________________
This line is shortest. ____________

Ask the child to read the first set of sentences.
Have him underline the word long.
"What was added to the word long?" (er, est)
"When we add a letter or letters to the end of a word we call it a'suffix'."

Ask the child to dictate to you sentences using such words as:

cold	colder	coldest
smart	smarter	smartest
tall	taller	tallest

Have the child read the sentences he dictated and have him underline the root word and circle the suffix.

Older children may study and locate in words such suffixes as:

er - meaning one who
ful - " full of
ly - " like
ment - " act of
ness - " state of

Words Ending in "y"

Many poor readers have difficulty with two syllable words ending in y. These troublesome syllables are: by, cy, dy, fy, ly, my, ny, py, sy, ty, vy.

Present the endings in such words as:

ba by
fan cy
can dy
fluf fy
love ly
mom my
fun ny
hap py
hur ry
Pat sy
pret ty
ner vy

Ask the child to read the words. Then ask him to read the final syllables by, cy, dy, etc., making sure he gives the y the long sound of e as in me.

Have the child locate and read in a book at his reading grade level, words containing the final syllables of by, cy, dy, etc.

Have the child copy the words ending in the above syllables that he finds in the text and ask him to underline the final syllables, saying them aloud as he does so.

Syllabication

Young children do not have to know the precise rules of syllabication. A general idea of how to break up a word into smaller units is desirable as an aid to reading and spelling. This can best be accomplished by the following:

Offer practice in saying the words in parts or syllables: la dy, bas ket, etc.

Ask the child to clap out the number of syllables he hears.

Have him dictate or write the word in syllables and read it back saying each syllable aloud.

What is a syllable?

If we tell a child a syllable is a pronunciation unit containing a sounded vowel, we rarely get a show of enthusiasm. However, if we say the following, we are directly involving the child:

> "We are going to play a game. Look at the three lists of words.
> Read the words. How many parts or syllables do you hear?
> How many vowels do you see in each word in column I?
> How many vowells do you hear in each word in column I?"
>
> Ask the same questions for columns II and III.

Column I	Column II	Column III
hat	name	tease
cup	sail	raise
talk	play	cheese
short	boat	loose
scrap	street	noise

Help the child understand that only the sounded vowels determine the number of syllables, despite the fact that some words have as many as three vowels.

Rule I - One sounded vowel = one syllable.

Next, ask the child to clap out the number of parts or syllables he hears in the following words:

yellow
turkey

rabbit
happy

pencil
ribbon

Ask the following questions:

> "How many syllables do you hear in these words?" (2)
> "How many sounded vowels do you hear?" (2)

Have the child tell you that two vowel sounds make two syllables. Have him read the above words and ask him if he can tell you where to divide them.

Rule II - When two consonants come between two sounded vowels, we divide the word between the two consonants.

Finally, present the following list of words, using the same steps as above:

peanuts	music	began
pupils	Friday	frozen

Rule III - When one consonant comes between two sounded vowels, the consonant usually starts the second syllable.

Ask the child to divide the above words into syllables. Offer practice in workbooks such as "Phonics We Use", Book D.

Exceptions

If a single consonant follows a short vowel sound in a two syllable word, the consonant may remain with the first syllable (rob in).

In words ending in le the l takes the place of a vowel sound in the second syllable as in:

bot tle	sin gle
pur ple	ap ple

The above need not be presented to the child as rules but as explanations should the child encounter these exceptions in reading or spelling situations.

Note: Check child's knowledge of when to use long or short vowels in syllables. If any difficulty is encountered, review earlier presentation of vowel sounds.

SYNONYMS, ANTONYMS, HOMONYMS

Synonyms are words having the same, or nearly the same, meaning - car and auto. Skill in locating synonyms can be developed by looking up words in the dictionary or thesaurus.

Antonyms are words which have opposite meanings - black and white. Antonyms for words can be found in a thesaurus.

Homonyms are words that sound alike but have different meanings - see and sea.

Synonyms

Compositions or stories, either written by the child or dictated to you, offer an excellent and natural means for developing use of synonyms by encouraging the child to find different words to express the same idea.

"Mary, you have just used the word father. Can you think of another word we can use which will mean the same? This will make your story more interesting." (dad, papa, head-of-the family)

Ask the child to draw a line to the word in Column II that means the same, or nearly the same, as a word in Column I.

Column I	Column II
house	woman
ship	car
auto	boat
lady	happy
glad	home

"Categories"

This game may be played orally or with pencil and paper.

Place to live	Waterways	Words for "Quick"	Head coverings

The child fills in the blanks with words that apply to each category. Example: Under waterways, the child could put river, stream, strait, canal, bay, isthmus, etc.

Although this game is designed for older children, it can be simplified for younger ones by choosing simpler categories such as foods, clothing, family members, animals, etc. The child can dictate his answers if he is unable to write them.

Antonyms

Draw a line to the word that means the opposite.

Column I	Column II
north	cold
not	play
wet	sour
sweet	dry
work	south

Homonyms

Ask the child to underline the correct word:

Wednesday is a day of the (weak, week).
The hands of the clock point to the (our, hour).
He went (through, threw) the door.
The wind (blew, blue) down the tree.
The (plane, plain) flew very high.

Note: Select vocabulary from books at the child's reading grade level.

DEVELOPING LISTENING AND SPEAKING SKILLS

Prepared by:

The School District of Philadelphia
Instructional Services
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UNDERSTANDINGS ABOUT LISTENING

1. Hearing and listening are not synonymous. Hearing is a physical act. Children may be aware of sound, but may not be listening. When meaning is attached to sounds, and that meaning is interpreted, the child is listening.

2. Various kinds of listening:

    a. accurate listening of the informational type.
    b. critical listening. The listener weighs, selects, reacts, agrees, or disagrees.
    c. appreciative listening which includes experiences in listening to music, poetry, or stories.

3. Listening and speaking form the cycle of communication.

4. There is a disparity between the rate of speaking and listening. A person may be able to listen at the rate of 400 to 500 words per minute, while the average rate of speaking is 100 words per minute. Thus the listener has extra time for daydreaming, thinking of other things, or wasting time.

SOME SUGGESTIONS WHEN WORKING WITH CHILDREN

1. Get attention and endeaver to hold it.

2. Do not make a habit of repeating directions, questions, or answers.

3. KEEP YOUR VOICE AND SPEECH PLEASANT, EXPRESSIVE, AND VARIED IN PITCH, RATE, AND VOLUME.

4. Show good example by listening to the pupil.

5. Plan lessons with definite purposes for listening, just as you do other lessons.

6. Use oral activities for practice on specific listening and speech skills.

7. Keep a listening log. Ask each pupil to keep a log for a week on their out of school listening activities. Include television and radio programs, story hours and recordings.

8. Older pupils can take a survey of their listening habits by answering the following questions:

    a. How much time do I spend each day listening to radio or television?
    b. Do I really listen, or do I listen with "half an ear"?
    c. Am I truly critical of the programs I watch or listen to? Which is my favorite program? Why?

9. Guide discussion of the listening survey along these lines:

    a. Should the amount of time spent on radio and television be limited?
    b. Should the radio be turned on while reading or studying?
    c. Is my time budgeted so that I have an opportunity for reading, hobbies, exercise, radio, television?

10. Use a tape recorder for diagnosing listening and speaking faults.

GAMES FOR LISTENING

1. Hide Your Eyes. Children cover their eyes and identify another pupil by listening to the pupil speak.

2. Match Me. The teacher says a key word such as "cat", each child tries to think of a word that begins with the same sound.

3. I Built a House. The first player names an article in the house, such as a hammer. Each child must name an article with the "h" sound.

4. Riddles. A child or teacher describes something without giving its name. Use the first person. Example: I am yellow, pigs like me, I grow tall, I am ____________.

5. Speech Detective. To teach listening for a particular sound, emphasize the sound, such as long "i" in "line," "kind," "bite." Then say "You are to play detective and every time you hear this sound, you are to clap." Then read a group of sentences with the long "i" sound.

6. What Is It? Have children close their eyes. Drop an assortment of objects on a desk. (Pencil, penny, quarter, ruler, etc.) Children try to identify each object by the sound it makes when it hits the table.

7. What Do I Hear? Have children close their eyes and listen for 15 to 30 seconds to all the noises wither inside or outside of the room. Then have them list them.

8. Use a record which demonstrates the sound of different musical instruments. Children try to identify each of the instruments.

RECORDINGS WHICH PROVIDE LISTENING EXPERIENCES:

Sounds Around Us, recorded by R.C.A., for Scott, Foresman and Company.
Listen and Learn Records for Children, available from Children's Music Center , 2858 West Pico Boulevard, Los Angeles, California.
Say and Sing, Jeri Productions, 3212 Gendale Boulevard, Los Angeles, California.

SUGGESTED ACTIVITIES IN LISTENING AND SPEAKING

"Listening"

LISTENING TO STORIES READ OR TOLD
- to enjoy story content
- to anticipate the next event
- to anticipate the outcome of the story
- to retell parts of the story
- to discuss a problem presented
- to discuss:
    - interesting characters
    - interesting events
    - funny episodes

LISTENING TO POEMS READ OR RECITED
- for rhyming and other sound words (whizz, drip, bang, etc.)
- for the beauty of language
- for descriptive words or phrases

LISTENING TO EXPLANATIONS
- how to do
- how to make

LISTENING TO DIRECTIONS

LISTENING TO SOUNDS IN WORDS
- initial and final consonants
- initial and final blends
- medial sounds
- vowels short and long
- digraphs - two letters having only one sound (ch, sh, ae, ow)

LISTENING TO THE NUMBER OF SYLLABLES IN WORDS

LISTENING TO ACCENT (SYLLABLE STRESS) IN WORDS

LISTENING FOR INFORMATION FROM TALKS, REPORTS, OR PROGRAMS ON TELEVISION AND RADIO
- main ideas
- supporting details

* pupils should repond orally in the beginning, then learn to make written notes.

LISTENING FOR CLUES FOR ANSWERS TO RIDDLES

LISTENING TO IDENTIFY BOOK CHARACTERS

"Speaking"

Dictating group story or poem

Setting standards for
- speaking to audience
- oral reading
- good listeners
- conduct on trips, etc.

Sharing stories
- oral reading
- telling and/or retelling stories

Sharing poetry
- oral reading
- reciting favorites (in whole or parts)
- choral speaking

Relating personal experiences
- trip
- birthday party
- visit
- funny or exciting incident
- hobby, etc.

Explaning
- how to make something
- how to do something
- how to solve a problem

Conversing on the telephone
- social conversation
- business conversation

Discussing
- topic
- problem
- project
- interesting book read
- television program, etc.

Evaluating talks or reports
- commenting on presentation
- giving helpful criticism
- adding information

Questioning
- speaker
- guide on trips

Describing
- pictures
- objects
- people
- sounds
- inner feelings

ACTIVITIES FOR LEARNING SOUNDS AND LETTERS

Prepared by:

The School District of Philadelphia
Instructional Services
School Volunteers
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The activities suggested herein are useful for helping children learn the letters of the alphabet and the sounds which the letters represent. The games provide practice in using sounds which will strengthen the readers' ability to work out new words independently. Learning is accomplished in an informal and enjoyable situation.

LEARNING SOUNDS

Learn a Sound Game Box

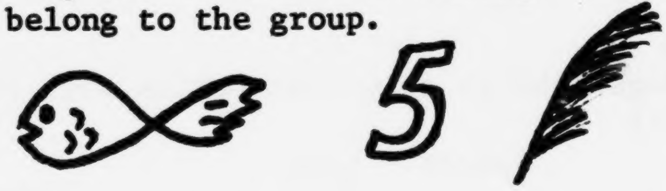
(A shoe box or other similar type box may be used for this activity)

Make a collection of objects which contain the same sound at the beginning or at the end.

Say the name of each object as child listens.

Have child repeat the name of each object after you. Ask child to listen to the sound and where it is heard in the word.

Mix in objects which do not belong. Have child select those objects which belong to the group.



Using Pictures

Collect pictures beginning or ending with the sound to be learned.

Show pictures to child, naming each one. Have the child:
- listen to the sound.
- watch your lips to get help in making the sound.
- repeat the word after you, listening for the sound.

Ask child to name pictures which you show. Put in some which do not begin or end with the sound being taught.

Have child select the ones which belong together.

Note: Later, a harder step is to have the child select pictures which do not belong.

Listening to Sounds in Words

Have pupil listen to groups of words you say and tell which words begin or end with the same sound.

Example: tub, table, chair, television
six, cat, candy, cookie
mail, paint, milk, map

When the pupil is able to respond correctly, then have the child tell which word does not begin or end with that sound.

Read a sentence or poem containing words beginning with the same sound. Ask child to say all the words he hears which have the same beginning sound.

Example: Jack and Jill went up the hill.
Bill bat the big ball.
Mary may move to Maine in March.

Remembering Sounds in Words

Have pupil tell words he knows or has heard which begin or end with the sound being taught. List the words as they are dictated. Read each word and have the child repeat it, listening for the sound in the correct position.

Guessing Riddles

Have the child think of words having the sound being taught and which will answer the riddle.

Example: I'm thinking of:
something dogs like to chew that begins with the same sound as ball.
Answer: bone

something to put on bread that begins with the same sound as jump.
Answer: jelly

something to use on your hair that begins with the same sound as ride.
Answer: ribbon

something to drink from that begins with the same sound as glove.
Answer: glass

the name of a state that begins with the same sound as flag.

Answer: Florida

the name of a meal that begins with the same sound as brown.

Answer: breakfast

something for water travel that begins with the same sound as show.

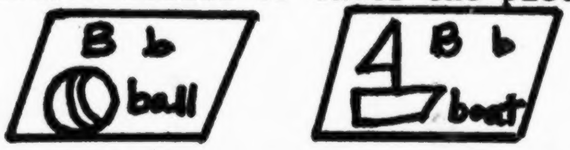
Answer: ship

how you feel when you need water; it begins with the same sound as thumb.

Answer: thirsty

Scrapbook of Sounds

Have the child collect pictures of things beginning or ending with the sound being learned. Write the capital and small letters which represent the sound at the top of the page. Write the name of each picture beside or under the picture which is pasted on the page.



As pages are completed, they may be put together to make a scrapbook.

Using Sounds

Adding sounds to known words:

List words the children can read. The sound being learned may be added to each familiar word to make a new word.

Example: Add b to us, it, and, at, all, eat, to make :

bus
bit
band
bat
ball
beat

Words may be written on the blackboard, on paper, or on 3" x 5" cards.

Substituting sounds:

List words the child knows. Help him take off the first sound and put in the sound being learned, thus making a new word.

Example:

make	bake
hill	bill
cat	bat

Using sound and context clues:

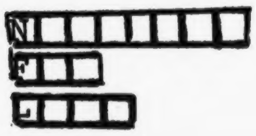
Example: My mother baked a c___ for my birthday.
John went fishing in the str__m.

Using sound and meaning:

to complete sentences.
Up and d___ went the see-saw.

to complete rhymes.
Oh what fun
To play in the s__.

to fill in a puzzle.
Example: a fall month
the opposite of thin
a body of water



Sound Games

Travel:

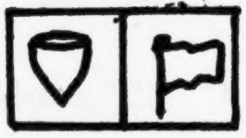
I'm going to Boston. With me I shall take a bag. What other things can I put in my bag that begin with the same sound as Boston?

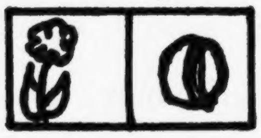
The child names other things.
Example: belt, ball, book

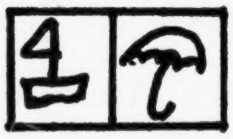
Note: Other sounds may be substituted so that the game can be adjusted to the child's needs.

Sound dominoes:

Pictures beginning or ending with the same sound (consonants, blends, digraphs) or having the same vowel sound may be put together in the same way as the Domino game is played.







Sound off:

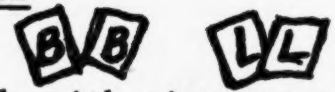
Played like bingo, each player puts a marker on the letter or letters representing the sounds heard in words called to the group. A row of sounds filled in any direction is a winning card.

Tune in:

Each player tries to get pairs or sets of four picture cards beginning or ending with the same sound by drawing cards from the hand of the player to the left. When cards are matched by sounds in pairs or sets of four, the player must say the names of the pictures as they are placed on the table. The player with the most sets of four is the winner.

ALPHABET GAMES

Match Them



Cards with pictures or letters on them may be used to play a card game in the same way as "Old Maids." The object of the game is to find cards which are the same (match).

Fours

Cards with pictures or letter may be used as in the game, Match Them. The object of the game is to get a set of four cards with the same letter or picture.

Find the Letter

Cards or blocks with letters are scrambled and tossed on the table. The child is asked to point out or pick up specific letters.

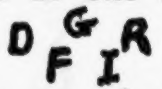
Letto

As letters are named, the child looks on his card to find it and places a marker (button, stone, etc.) on it. When all letters in one row have been covered, the game is won.

The game may be played with capital letter or small letter cards.

Go Together Letto

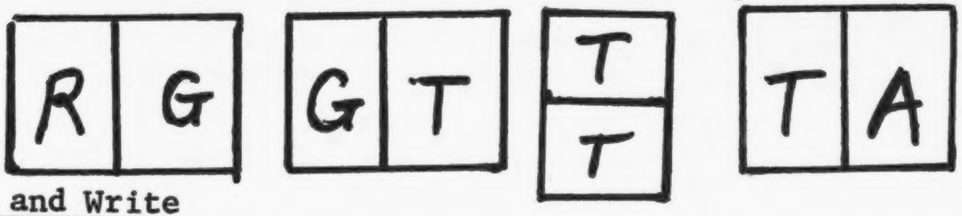
As capital letters are named and shown, children look for a small letter that is the same and place a marker on it.



The game is won when all letters in one row have been covered.

Letter Dominoes

Played like dominoes, letters which are the same are placed together. The game may be played with small or capital letters.



Trace and Write

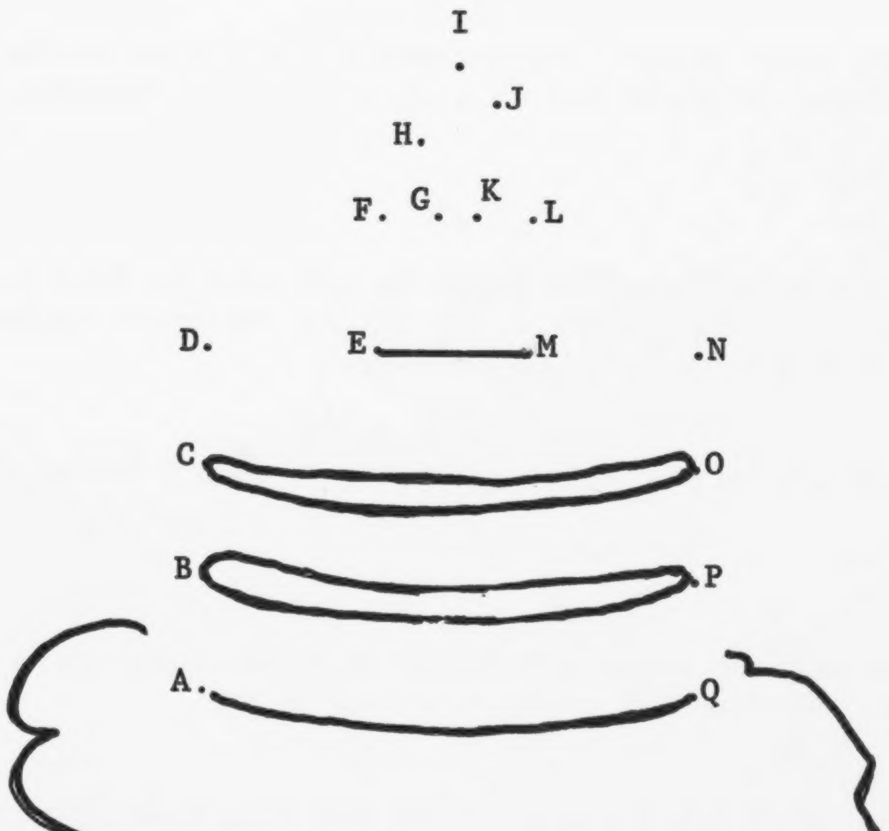
Name the letter being learned and show it to the child. Show how it is traced. The letter should be traced several tines with the fingers. The child them names and writes the letter on chalkboard or slate. After a number of times for practice, the child may name and write the letter on unlined paper when he feels he is able.

Note: Letters for tracing may be made of felt, flannel, or sandpaper pasted on lightweight cardboard.

For extra practice, letters may be traced in a box of sand or salt. Clay may be used to form letters.

Using Letter Sequence

Dots next to letters of the alphabet should be connected in sequence.



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